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

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

August 22, 2012

Dr. Peggy J. Wozniak, Superintendent
Binghamton City School District
164 Hawley Street
Binghamton, NY 13901

Dear Superintendent Wozniak:

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

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

c: Allen Buyck

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, June 20, 2012
Updated Friday, July 27, 2012

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 030200010000

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

030200010000

1.2) School District Name: BINGHAMTON CITY SD

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

BINGHAMTON CITY SD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

- Strengthening Teacher and Leader Effectiveness RFP (NYSED)

- Undergraduate Clinically Rich Teacher Preparation Pilot Programs RFP (NYSED)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Wednesday, June 20, 2012
Updated Monday, August 13, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	District-developed K ELA Benchmark Assessment
1	District, regional, or BOCES-developed assessment	District-developed 1st Grade ELA Benchmark Assessment
2	District, regional, or BOCES-developed assessment	District-developed 2nd Grade ELA Benchmark 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.	All staff will be required to identify a percentage of their students to improve their pre-assessment score by the average acceptable growth in performance for comparable students in their class or building. See attached tables. After the teacher has completed the Population, Learning Content, Interval of Instructional Time, Evidence, Baseline, and Target Fields in the SLO template, the teacher will conference

	with their Principal and review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached tables.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Achieving the goal will equate to 11 points. See attached tables.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached tables.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached tables.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	District-developed K Math Benchmark Assessment
1	District, regional, or BOCES-developed assessment	District-developed 1st Grade Math Benchmark Assessment
2	District, regional, or BOCES-developed assessment	District-developed 2nd Grade Math Benchmark Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All staff will be required to identify a percentage of their students to improve their pre-assessment score by the average acceptable growth in performance for comparable students in their class or building. See attached tables. After the teacher has completed the Population, Learning Content, Interval of Instructional Time, Evidence, Baseline, and Target Fields in the SLO template, the teacher will conference with their Principal and review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable as well.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached tables.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Achieving the goal will equate to 11 points. See attached tables.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached tables.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached tables.

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	District-developed 6th Grade Science Benchmark Assessment
7	District, regional or BOCES-developed assessment	District-developed 7th Grade Science Benchmark 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.	All staff will be required to identify a percentage of their students to improve their pre-assessment score by the average acceptable growth in performance for comparable students in their class or building. See attached tables. After the teacher has completed the Population, Learning Content, Interval of Instructional Time, Evidence, Baseline, and Target Fields in the SLO template, the teacher will conference with their Principal and review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached tables.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Achieving the goal will equate to 11 points. See attached tables.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached tables.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached tables.

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	District-developed 6th Grade Social Studies Benchmark Assessment
7	District, regional or BOCES-developed assessment	District-developed 7th Grade Social Studies Benchmark Assessment
8	District, regional or BOCES-developed assessment	District-developed 8th Grade Social Studies Benchmark 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.	All staff will be required to identify a percentage of their students to improve their pre-assessment score by the average acceptable growth in performance for comparable students in their class or building. See attached tables or After the teacher has completed the Population, Learning Content, Interval of Instructional Time, Evidence, Baseline, and Target Fields in the SLO template, the teacher will conference with their Principal and review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached tables.
Effective (9 - 17 points) Results meet District goals for similar students.	Achieving the goal will equate to 11 points. See attached tables.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached tables.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached tables.

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	District-developed Global 1 Benchmark Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All staff will be required to identify a percentage of their students to improve their pre-assessment score by the average acceptable growth in performance for comparable students in their class or building. See attached tables. After the teacher has completed the Population, Learning Content, Interval of Instructional Time, Evidence, Baseline, and Target Fields in the SLO template, the teacher will conference with their Principal and review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached tables.
Effective (9 - 17 points) Results meet District goals for similar students.	Achieving the goal will equate to 11 points. See attached tables.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached tables.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached tables.

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.	All staff will be required to identify a percentage of their students to improve their pre-assessment score by the average acceptable growth in performance for comparable students in their class or building. See attached tables. After the teacher has completed the Population, Learning Content, Interval of Instructional Time, Evidence, Baseline, and Target Fields in the SLO template, the teacher will conference with their Principal and review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision

	making chart so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached tables.
Effective (9 - 17 points) Results meet District goals for similar students.	Achieving the goal will equate to 11 points. See attached tables.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached tables.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached tables.

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.	All staff will be required to identify a percentage of their students to improve their pre-assessment score by the average acceptable growth in performance for comparable students in their class or building. See attached tables. After the teacher has completed the Population, Learning Content, Interval of Instructional Time, Evidence, Baseline, and Target Fields in the SLO template, the teacher will conference with their Principal and review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached tables.
Effective (9 - 17 points) Results meet District goals for similar students.	Achieving the goal will equate to 11 points. See attached tables.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached tables.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percent of students who achieve well-below the stated goal varies based on the goal established. See attached tables.

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	District-developed Grade 9 ELA Benchmark Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	District-developed Grade 10 ELA Benchmark Assessment
Grade 11 ELA	Regents assessment	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 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.	All staff will be required to identify a percentage of their students to improve their pre-assessment score by the average acceptable growth in performance for comparable students in their class or building. See attached tables. After the teacher has completed the Population, Learning Content, Interval of Instructional Time, Evidence, Baseline, and Target Fields in the SLO template, the teacher will conference with their Principal and review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached tables.
Effective (9 - 17 points) Results meet District goals for similar students.	Achieving the goal will equate to 11 points. See attached tables.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached tables.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached tables.

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
	See Attached.		

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.	All staff will be required to identify a percentage of their students to improve their pre-assessment score by the average acceptable growth in performance for comparable students in their class or building. See attached tables. After the teacher has completed the Population, Learning Content, Interval of Instructional Time, Evidence, Baseline, and Target Fields in the SLO template, the teacher will conference with their Principal and review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached tables.
Effective (9 - 17 points) Results meet District goals for similar students.	Achieving the goal will equate to 11 points. See attached tables.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached tables.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached tables.

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/5364/144330-avH4IQNZMh/Form_2_10_All_Other_Courses[1] SLO 20 points_5.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/5364/144330-TXEtxx9bQW/Teacher HEDI Scoring Bands for Student Growth Measures_7.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.

For 2012-2013, the locally developed controls used to set the goals for Comparable Growth Measures will include student prior academic history, students with disabilities, English language learners, and the poverty level of the students in the classroom. Staff will be provided with the necessary demographic information, and to the extent possible, pre-assessment data and other student performance data that aligns with the content being taught. Based on that information, teachers will set a goal of achievement within a range of 50% to 80% growth. The rationale for including these factors is to provide guidance in setting goals across the district and between buildings that are attainable for both students and teachers. The Binghamton City School District is a diverse, small-city school district with a significant population of students who are living in poverty, have a disability or speak another language. From year to year, any classroom teacher's composition of students can vary dramatically, requiring the ability of the teacher and principal to set realistic, yet high expectations for students and comparable goals for teachers based on these factors.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Monday, June 25, 2012
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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	District-developed 4th grade ELA End of the Year Benchmark Assessment
5	5) District, regional, or BOCES–developed assessments	District-developed 5th grade ELA End of the Year Benchmark Assessment
6	5) District, regional, or BOCES–developed assessments	District-developed 6th grade ELA End of the Year Benchmark Assessment
7	5) District, regional, or BOCES–developed assessments	District-developed 7th grade ELA End of the Year Benchmark Assessment
8	5) District, regional, or BOCES–developed assessments	District-developed 8th grade ELA End of the Year Benchmark 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.	All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level. After the teacher has completed the Local Measure of Achievement template (LMAT), the teacher will conference with their Principal and review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement of the goal is aligned with 13 points. See attached tables.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	District-developed 4th grade Math End of the Year Benchmark Assessment
5	5) District, regional, or BOCES–developed assessments	District-developed 5th grade Math End of the Year Benchmark Assessment
6	5) District, regional, or BOCES–developed assessments	District-developed 6th grade Math End of the Year Benchmark Assessment
7	5) District, regional, or BOCES–developed assessments	District-developed 7th grade Math End of the Year Benchmark Assessment
8	5) District, regional, or BOCES–developed assessments	District-developed 8th grade Math End of the Year Benchmark 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.	All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level. After the teacher has completed the Local Measure of Achievement template (LMAT), the teacher will conference with their Principal and review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Acheivement is aligned with 13 points. See attached tables.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/145615-rhJdBgDruP/Teacher HEDI Scoring Bands for Local Measures of Achievement 15 points_4.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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	District-developed K ELA End of the Year Benchmark Assessment
1	5) District, regional, or BOCES–developed assessments	District-developed 1st Grade ELA End of the Year Benchmark Assessment
2	5) District, regional, or BOCES–developed assessments	District-developed 2nd Grade ELA End of the Year Benchmark Assessment
3	5) District, regional, or BOCES–developed assessments	District-developed 3rd Grade ELA End of the Year Benchmark 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.	All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level. After the teacher has completed the Local Measure of Achievement template (LMAT), the teacher will conference with their Principal and review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Acheivement is aligned with 13 points. See attached tables.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	District-developed K Math End of the Year Benchmark Assessment
1	5) District, regional, or BOCES–developed assessments	District-developed 1st Grade Math End of the Year Benchmark Assessment
2	5) District, regional, or BOCES–developed assessments	District-developed 2nd Grade Math End of the Year Benchmark Assessment
3	5) District, regional, or BOCES–developed assessments	District-developed 3rd Grade Math End of the Year Benchmark 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.	All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level.

	After the teacher has completed the Local Measure of Achievement template (LMAT), the teacher will conference with their Principal and review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Acheivement of goal is aligned to 13 points. See attached tables.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	District-developed 6th Grade Science End of the Year Benchmark Assessment
7	5) District, regional, or BOCES–developed assessments	District-developed 7th Grade Science End of the Year Benchmark Assessment
8	5) District, regional, or BOCES–developed assessments	District-developed 8th Grade Science End of the Year Benchmark 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.	All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level. After the teacher has completed the Local Measure of Achievement template (LMAT), the teacher will conference with their Principal and review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement is aligned with 13 points. See attached tables.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	District-developed 6th Grade Social Studies End of the Year Benchmark Assessment
7	5) District, regional, or BOCES–developed assessments	District-developed 7th Grade Social Studies End of the Year Benchmark Assessment
8	5) District, regional, or BOCES–developed assessments	District-developed 8th Grade Social Studies End of the Year Benchmark 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.	All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level. After the teacher has completed the Local Measure of Achievement template (LMAT), the teacher will conference with their Principal and review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement is aligned with 13 points. See attached tables.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

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

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	District-developed Global 9 End of the Year Benchmark
Global 2	3) Teacher specific achievement or growth score computed locally	GLobal 10 Regents
American History	3) Teacher specific achievement or growth score computed locally	American History Regents

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.	All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level. After the teacher has completed the Local Measure of Achievement template (LMAT), the teacher will conference with their Principal and review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement is aligned to 13 points. See attached tables.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

3.9) High School Science

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

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

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

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.	All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level. After the teacher has completed the Local Measure of Achievement template (LMAT), the teacher will conference with their Principal and review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement is aligned to 13 points. See attached tables.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

3.10) High School Math

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level. After the teacher has completed the Local Measure of Achievement template (LMAT), the teacher will conference with their Principal and review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement is aligned with 13 points. See attached tables.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment

Grade 9 ELA	5) District, regional, or BOCES–developed assessments	District-developed 9th Grade ELA End of the Year Benchmark Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	District-developed 10th Grade ELA End of the Year Benchmark Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	Comprehensive Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level. After the teacher has completed the Local Measure of Achievement template (LMAT), the teacher will conference with their Principal and review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement is aligned with 13 points. See attached tables.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

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
	See attached.		

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.	All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level. After the teacher has completed the Local Measure of Achievement template (LMAT), the teacher will conference with their Principal and review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement is aligned to 13 points. See attached tables.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

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)

assets/survey-uploads/5139/145615-Rp0Ol6pk1T/3.12 Teachers Local Measure Other Courses_2.doc

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/5139/145615-y92vNseFa4/Teacher HEDI Scoring Bands for Local Measures of Achievement 20 points_4.docx

3.14) Locally Developed Controls

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

For 2012-2013, the locally developed controls used to set the goals for Locally-Selected Measures will include student prior academic history, students with disabilities, English language learners, and the poverty level of the students in the classroom. Staff will be provided with the necessary demographic information, and to the extent possible, pre-assessment data and other student performance data that aligns with the content being taught. Based on that information, teachers will set a goal of achievement within a range of 50% to 80% growth. The rationale for including these factors is to provide guidance in setting goals across the district and between buildings that are attainable for both students and teachers. The Binghamton City School District is a diverse, small-city school district with a significant population of students who are living in poverty, have a disability or speak another language. From year to year, any classroom teacher's composition of students can vary dramatically, requiring the ability of the teacher and principal to set realistic, yet high expectations for students and comparable goals for teachers based on these factors.

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.

If educators have more than one local measure of student achievement, the measures will each earn a score from 0-20 points, or 0-15 points, if value-added measures were used in computed their SLO, which will be weighted proportionately based on the number of students in each Local Achievement Measure.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, June 25, 2012
Updated Tuesday, July 31, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

NYSTCE Framework for the Observation of Effective Teaching

NYSUT Teacher Practice Rubric

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]	48
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	12

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 Early Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Early Elementary Student Perception Survey 6-12	(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 of the Domains in the NYSTCE Framework for the Observation of Effective Teaching - Pearson Rubric must be evidenced annually. Evaluators shall check each Domain as a HEDI score 4 (consistently), 3 (often), 2 (sometimes), 1 (rarely or never). Each of the Teaching Standards evidenced in the NYSUT across each rubric will be evidenced annually. Highlighted elements in each standard that must be evidenced and rated with a 1-4 HEDI score. Should there be more than one element evidenced and rated for each standard, the average HEDI score shall be determined for that Standard.
To determine the teacher evaluation composite score the following calculation shall be used:
Calculate the average NYSTCE Framework for the Observation of Effective Teaching - Pearson Domain score (add Domains (1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 + 9 + 10)/10 = NYSTCE Score). Then, multiple this average score by .8 to get a total weighted average score for the NYSTCE Rubric. Then, calculate the average HEDI Score on the NYSUT Standards (add Standard 1 average HEDI + Standard

2 average HEDI + Standard 5 average HEDI + Standard 6 average HEDI + Standard 7 average HEDI)/5 = NYSUT Rubric HEDI score.) Then, multiply this average score by .2 to get a total weighted average score for the NYSUT Rubric. Total the weighted average scores for the NYSTCE and NYSUT rubrics to arrive at a total Teacher Practice Rubric Score. This score shall then be converted into a HEDI composite score using the attached table.

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

assets/survey-uploads/5091/145523-eka9yMJ855/Teacher Conversion Chart for Other Measures.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.	The overall performance and documented results exceeds the expectations of the NYS Teaching Standards. The teacher has earned a rating of 59 to 60 points for achieving an average rubric score of 3.5 to 4.0 as measured across the 10 domains of the NYSTCE and 5 Standards in the NYSUT rubrics.
Effective: Overall performance and results meet NYS Teaching Standards.	The overall performance and documented results meets the expectations of the NYS Teaching Standards. The teacher has earned a rating of 57 to 58.8 points for achieving an average rubric score of 2.5 to 3.4 as measured across the 10 domains of the NYSTCE and 5 Standards in the NYSUT rubrics.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The overall performance and documented results needs improvement in order to meet the expectations of the NYS Teaching Standards. The teacher has earned a rating of 50 to 56.3 points for achieving an average rubric score of 1.5 to 2.4 as measured across the 10 domains of the NYSTCE and 5 Standards in the NYSUT rubrics.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The overall performance and documented results does not meet the expectations of the NYS Teaching Standards. The teacher has earned a rating of 0 to 49 points for achieving an average rubric score of 1 to 1.4 as measured across the 10 domains of the NYSTCE and 5 Standards in the NYSUT rubrics.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58.8
Developing	50-56.3
Ineffective	0-49

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Wednesday, June 20, 2012
Updated Wednesday, June 27, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	57-58.8
Developing	50-56.3
Ineffective	0-49

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Wednesday, June 20, 2012
Updated Thursday, August 02, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/144419-Df0w3Xx5v6/BCSD TIP_1.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals of Annual Professional Performance Reviews

To the extent that a teacher wishes to appeal an evaluation, the following appeals procedure is established.

I. Appeals will be limited to the following situations:

a. A non-tenured teacher may appeal only an ineffective APPR composite rating;
b. Any tenured teacher may appeal an ineffective or developing APPR composite rating;
c. A tenured teacher may appeal an improvement plan if and only if the plan was generated as the result of an ineffective or developing composite rating, in accordance with Section II, e, below.

II. The scope of any appeal will be limited to the following subjects:
a. The substance of the individual's annual professional performance review;
b. The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
c. The adherence to the Commissioner's regulations, as applicable to such reviews;
d. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvement plans, as limited by Section I, above; or,
e. The District's issuance and/or implementation of the terms of the teacher improvement plan under Education Law 3012-c in connection with an ineffective or developing rating.

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

IV. In an appeal, the teacher has the burden of demonstrating a right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

V. The following timelines will be strictly adhered to unless extended by mutual agreement. Failure of the petitioner to meet a timeline will nullify the appeal; failure of the respondent to meet a timeline will allow movement of the appeal to the next level.
Level 1 - Evaluator
(Informal) Following a qualifying event, as defined in Sections I and II, above, the teacher shall be encouraged and shall be entitled to schedule a follow up meeting within 5 school days to informally discuss with the evaluator any and all related issues.
Level 2 – Evaluator
(Formal) Should the teacher not be satisfied with the results of the informal level 1 the appeal must be submitted to the evaluator in writing no later than five (5) school days of the date when the teacher informally discussed the evaluation appeal with the evaluator. If a teacher is challenging the implementation of a teacher improvement plan, the appeal must be submitted in writing within ten (10) school days of issuance or of the time when the teacher knew or should have known of an alleged implementation breach of such plan. When filing an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.
Within five (5) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/ information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal, and the Teachers' Association President, shall receive copies of the response and any and all additional information submitted with the response.

Level 3 – Superintendent
Within five (5) school days of receipt of the Level 2 response, if a teacher is not satisfied with such response the teacher must submit the appeal to the Superintendent of Schools, or the Superintendent's designee. The Superintendent or designee will be provided all documentation submitted in both the appeal and the evaluator's response.
Within five (5) school days of receipt of the teacher's appeal, the Superintendent or designee will conduct a hearing at which the teacher (and representative at the option of the teacher) and the evaluator (and representative at the option of the evaluator) will be allowed to present oral arguments in support of the appeal and the response, respectively.
Within five (5) school days of the Superintendent hearing, the Superintendent or designee will issue a written determination to the teacher, the Teachers' Association President, and the evaluator.

Level 4 – Panel
Within five (5) school days of receipt of the Level 3 determination, if a teacher is not satisfied with such determination and if the Teachers' Association deems the appeal meritorious, the Association must submit the appeal to a bipartisan panel comprised of three (3) BOE representatives, one chosen by the Superintendent, one chosen by the evaluators association and one chosen by the Association President. The panel shall be selected at the beginning of each school year.*
Within five (5) school days of receipt of the Association's appeal, the panel will jointly conduct a paper review and deliberation of the matter, and will issue a written final determination for resolution to the Teachers' Association President and the Superintendent of Schools or designee. The determination may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the determination, as well as dissenting opinions, if any, will be included with

the determination.

VI. The entire appeals record will be part of the teacher's APPR.
VII. This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all appeals within the scope of Sections I and II, above. A teacher may not resort to any other contractual grievance procedure for the resolution of these appeals, except as otherwise authorized by law.
VIII. Nothing in this appeals procedure will restrict the right of the district or the obligation of the teacher to proceed in accordance with otherwise standard practice, e.g., implementation of an improvement plan or denial/granting of tenure, while an appeal is pending.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

All Principal's and all other administrators whom may be completing classroom observations on teachers will be certified upon completion of a three-part series of workshops. Re-certification will take place in accordance with the Commissioner's Regulations. These workshops will be offered annually. Following is a description, with anticipated outcomes of each session:

Part 1 Lead Evaluator Training (6 hour course, facilitated by BT-BOCES Network Team)
Session 1
Overview: Work will be focused around two essential questions:
1. What are the critical attributes of evidence based observation?
2. How can I get started?
Outcomes:
• Identify current practices for defining teacher actions and student actions while observing
• Explain the difference between current practices and evidence based observation with a chosen rubric
• Identify and define criteria for one area of effective Instruction around which evidence collection will be focused

Session 2
Overview: Work will be focused around two essential questions:
1. What are the critical attributes of evidence based observation?
2. How can I get started?
Outcomes:
• Identify current practices for defining teacher actions and student actions while observing
• Explain the difference between current practice and evidence based observation
• Describe requirements for schools to develop inter-rater agreement and inter-rater reliability with a chosen rubric
• Identify and define criteria for additional areas of effective Instruction around which evidence collection will be focused
• Label bias, fact and opinion in collected evidence
• Defend positions with supporting evidence

Part II Lead Evaluator Training (6 hour course, facilitated by BT-BOCES Network Team)

Outcomes:
• Explain the difference between current practice and evidence based observation
• Identify and define criteria for areas of effective instruction around which evidence collection will be focused
• Define the differences between the definitions of specific effective teaching areas in the rubrics approved by SED
• Explain the impact of confusing and/or ambiguous language on the process of teacher evaluation
• Describe strategies that a district could employ to increase the quality of evaluations and the agreement of evaluators
• Collect and categorize evidence based on four areas of effective instruction

Part III Lead Evaluator Training: Feedback and Coaching (6 hour course, facilitated by BT-BOCES Network Team)

Outcomes:
• Explain the difference between evaluation and feedback
• Identify attributes of a coaching model versus simply labeling teacher practice
• Define process for labeling areas of teacher practice based on predetermined criteria
• Explain and defend labeled evidence in order to develop action plans to improve instruction

Inter-rater reliabiality training will occur annually with all administrators as they participate in district administrative training on

reaching inter-rater agreement across the use of each teacher practice rubric.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, June 20, 2012
Updated Friday, June 29, 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-5
|	6-8
|	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
Not applicable.	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)

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.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Wednesday, June 20, 2012
Updated Wednesday, August 08, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	K-5	(d) measures used by district for teacher evaluation	District-Developed K,1st, 2nd,3rd, 4th and/or 5th ELA Benchmark Assessment
	K-5	(d) measures used by district for teacher evaluation	District-Developed K,1st, 2nd,3rd, 4th and/or 5th Math Benchmark Assessment
	6-8	(d) measures used by district for teacher evaluation	District-Developed 6th, 7th, and/or 8th Grade ELA Benchmark Assessment
	6-8	(d) measures used by district for teacher evaluation	District-Developed 6th, 7th, and/or 8th Grade Math Benchmark Assessment
	9-12	(h) students' progress toward graduation	# of credits earn at the end of 9th and/or 10th grade

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.	All Principals will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level. After the principal has completed the Local Measure of Achievement template (LMAT), the principal will conference with the Superintendent and review for approval. Based on the approved goal, the Superintendent will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable and rigorous. See attached tables.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achieving the goal will equate to 13 points. See attached tables.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

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

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

(No response)

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

assets/survey-uploads/5366/144427-qBFVOWF7fC/PRincipal HEDI Scoring Bands for Local Measures of Achievement 15 points_6.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 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:

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	Not Applicable		

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.

For 2012-2013, the locally developed controls used to set the goals for Locally-Selected Measures will include student prior academic history, students with disabilities, English language learners, and the poverty level of the students in the classroom. Staff will be provided with the necessary demographic information, and to the extent possible, pre-assessment data and other student performance data that aligns with the content being taught. Based on that information, principals will set a goal of achievement within a range of 50% to 80% growth. The rationale for including these factors is to provide guidance in setting goals across the district and between buildings that are attainable for both students and teachers. The Binghamton City School District is a diverse, small-city school district with a significant population of students who are living in poverty, have a disability or speak another language. From year to year, any classroom teacher's composition of students can vary dramatically, requiring the ability of the principal and evaluator to set realistic, yet high expectations for students and comparable goals for principals based on these factors.

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.

The district will apply the same process used in combining multiple SLO's. A weighted proportion of the effectiveness will be measured based on the percentage of students related to each level of achievement reach for each target used.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances | Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances | Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check

8.5) Assurances | Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances | Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances | Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances | If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Wednesday, June 20, 2012
Updated Thursday, August 02, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The following steps outline the process used to calculate the HEDI principal evaluation score. The score aggregates principals' ratings across all observed elements within the framework to result in a signal score.

1. Determine the rating for each indicator under each of the 6 Domains on the Multidimensional Principal Practice Rubric. An Average performance for each domain will be calculated, resulting in a score ranging from 1 to 4.
2. Each rating score for each Domain on the Multidimensional Principal Practice Rubric will then be multiplied by a weighted factor (see weighting distribution of points on uploaded document labeled "PRACTICE RUBRIC - WEIGHTING OF POINTS").
3. Each resulting weighted column is then added, resulting in a total number of points out of a possible 4. This score is then converted to a 60 point score (see conversions chart labeled "PRACTICE RUBRIC - CONVERSION CHART). This converted score will be the principal's score for the "other measures" portion of the APPR.

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/5143/144499-pMADJ4gk6R/Principal Conversion Chart for Other Measure_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 standards.	The overall performance and documented results exceeds the expectations of the ISLLC 2008 Standards. The principal has earned a rating of 57 to 60 points for achieving an average rubric score of 3.7 to 4.0 as measured across the 6 domains of the Multi-Dimensional Principal Rubric.
Effective: Overall performance and results meet standards.	The overall performance and documented results meets the expectations of the ISLLC 2008 Standards. The principal has earned a rating of 52 to 56 points for achieving an average rubric score of 2.7 to 3.6 as measured across the 6 domains of the Multi-Dimensional Principal Rubric.
Developing: Overall performance and results need improvement in order to meet standards.	The overall performance and documented results needs improving in order to meet the expectations of the ISLLC 2008 Standards. The principal has earned a rating of 43 to 51 points for achieving an average rubric score of 1.7 to 2.6 as measured across the 6 domains of the Multi-Dimensional Principal Rubric.
Ineffective: Overall performance and results do not meet standards.	The overall performance and documented results does not meet the expectations of the ISLLC 2008 Standards. The principal has earned a rating of 0 to 42 points for achieving an average rubric score of 1 to 1.6

	as measured across the 6 domains of the Multi-Dimensional Principal Rubric.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	57 to 60 points
Effective	52 to 56 points
Developing	43 to 51 points
Ineffective	0 to 42 points

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Wednesday, June 27, 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

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	57-60
Effective	52-56
Developing	43-51
Ineffective	0-42

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Wednesday, June 20, 2012
Updated Monday, August 13, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/144502-Df0w3Xx5v6/Principal Improvement Plan_3.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:

To the extent that a principal wishes to issue an appeal, the following appeals procedure is established.

I. Appeals will be limited to the following situations:
a. A non-tenured principal may appeal only an ineffective APPR composite rating;
b. Tenured principals may appeal only an ineffective or a developing APPR composite rating;
c. Any principal may appeal an improvement plan if and only if the plan was generated as the result of an ineffective or developing composite rating, in accordance with Section II, e, below.

II. The scope of any appeal will be limited to the following subjects:
a. The substance of the individual's annual professional performance review;
b. The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
c. The adherence to the Commissioner's regulations, as applicable to such reviews;
d. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvement plans, as limited by Section I, above; or,
e. The District's issuance and/or implementation of the terms of the principal improvement plan under Education Law 3012-c in connection with an ineffective or developing rating.

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

IV. In an appeal, the principal has the burden of demonstrating a right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

V. The following timelines will be strictly adhered to unless extended by mutual agreement. Failure of the petitioner to meet a timeline will nullify the appeal; failure of the respondent to meet a timeline will allow movement of the appeal to the next level.

Level 1 – Superintendent
(Informal) Following a qualifying event, as defined in Sections I and II, above, the principal shall be encouraged and shall be entitled to schedule a follow up meeting to informally discuss with the Superintendent any and all related issues.
(Formal) Any appeal must be submitted to the evaluator in writing no later than ten (10) business days of the date when the principal receives his/her annual professional performance review. If a principal is challenging the issuance or implementation of a principal improvement plan, the appeal must be submitted in writing within ten (10) business days of issuance or of the time when the principal knew or should have known of an alleged implementation breach of such plan.
When filing an appeal, the principal must submit a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.
Within ten (10) business days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/ information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The principal initiating the appeal, and the Binghamton Administrator and Supervisor Association President, shall receive copies of the response and any and all additional information submitted with the response.

Level 2 – Panel Review
Within ten(10) business days of receipt of the Level 1 response, if a principal is not satisfied with such response the principal must submit the appeal to the Director of Personnel. The Director of Personnel will be provided all documentation submitted in both the appeal and the evaluator's response.
Within ten (10) business days of receipt of the principal's appeal, a panel hearing will be conducted. The panel shall be composed of three members: an administrative member at the Cabinet level, a Binghamton Administrator and Supervisor Association member at the discretion of the principal who presented the appeal, and the Superintendent of Broome-Tioga BOCES or designee. In the absence of an available representative from Broome-Tioga BOCES, a Board of Education member, who had been selected to serve on the Appeals panel for the Binghamton Teacher's Association, will serve. The panel will be provided the entire appeals record; however, any information identifying the appellant or the appellant's district, evaluator or superintendent will be redacted prior to receipt by the panel. Further, the anonymity of the panel members will be protected to the extent possible throughout this procedure. The panel will jointly conduct a paper review and deliberation of the matter, and will issue a written recommendation for resolution to the Binghamton Administrator and Supervisor Association President and the Superintendent of Schools or designee. The recommendation may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the recommendation, as well as dissenting opinions, if any, will be included with the recommendation. The determination issued will be final and binding. Within ten (10) business days of the panel hearing, the panel will issue a written determination to the principal, the Binghamton Administrator and Supervisor Association President, and the Superintendent.

VI. The entire appeals record will be part of the principal's APPR.

VII. This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all appeals within the scope of Sections I and II, above. A principal may not resort to any other contractual grievance procedure for the resolution of these

appeals, except as otherwise authorized by law.

VIII. Nothing in this appeals procedure will restrict the right of the district or the obligation of the principal to proceed in accordance with otherwise standard practice, e.g., implementation of an improvement plan or denial/granting of tenure, while an appeal is pending.

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.

Training for Lead Evaluators (Superintendent) and Superintendent's designee responsible for the observation of principals is currently and will continue to be provided to our regional BT-BOCES. Training occurs on an annual basis, and is offered to new Principals upon hiring. Each session offered on an annual basis address the essential outcomes as listed.

ESSENTIAL OUTCOMES: The LEAD EVALUATOR TRAINING FOR PRINCIPALS provided by the Broome-Tioga BOCES Network Team is designed to address the following essential outcomes:

1.New York State Teaching Standards and/or ISLLC 2008

2. Evidence-based observation techniques

3.Use of the student growth percentile model and the value-added growth model

4.Use of rubric(s) selected by the district used for evaluation

5. Use of any other assessment tools used to evaluate, including, but not limited to: structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

6.Use of locally selected measures of student achievement

7.Use of the Statewide Instructional Reporting System.

8.The scoring methodology utilized to evaluate a teacher or principal, including how scores are generated for each subcomponent and the scoring bands (HEDI)

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

More specifically, participants experience and learn the following:

1. APPR REGULATIONS FOR PRINCIPALS

• Describe required elements for principal evaluation as per regulation
•Calculation of 20% growth (student achievement)
•Calculation of 20% local assessment (student achievement)
•Calculation of 60% (rubric/multiple measures)

2. EVIDENCE BASED COLLECTION FOR PRINCIPAL
• Define characteristic of quality evidence collection
• Demonstrate collecting evidence that is not based on opinion or bias for
• REQUIRED School visits
• Feedback from constituents (OPTIONAL/RECOMMENDED)
• Review of school documents (OPTIONAL/RECOMMENDED)
• Evaluate examples of evidence collected, justify the evaluation, and provide feedback

3. DEVELOPMENT AND ASSESSMENT OF ONE OR MORE "AMBITIOUS AND MEASURABLE GOALS"
• Describe how the goal demonstrates the principal's contributions to improving teacher effectiveness, including but not limited to:
• Improved retention of high performing teachers

• Student growth scores of teachers granted vs. denied tenure
• Quality of feedback provided to teachers
• Facilitation of teacher participation in professional development
• Quality and effectiveness of teacher evaluations
• Define how the goals will be measured by evidence
• Explain which/how elements of the rubric are evidenced by this/these goal(s)
• Evaluate examples of goals for effectiveness, justify the evaluation, and provide feedback for improvement

4. COLLECTING AND RATING EVIDENCE OF RUBRIC ELEMENTS NOT MEASURED BY GOALS

• Explain how any remaining domains/indicators of the rubric not addressed by the goals will be measured
• Describe evidence to be collected

5. INTER-RATER AGREEMENT and INTER-RATER RELIABILITY

• Demonstrate agreement within the district in the collection of evidence and in categorizing the evidence to "levels" in the rubric.

6. FEEDBACK

• Compare "feedback" with "praise" and "criticism";
• Deliver quality, meaningful useful feedback
• Evaluate examples of feedback for effectiveness and quality; defend the evaluation

7. SCORING
• Accurately apply the scoring metric for the 20 points local measure and 60 points (rubric/multiple measures) that was negotiated by the district

8. PRINCIPAL IMPROVEMENT PLAN
• Define the characteristics of a quality PIP
• Evaluate examples of PIP(s), defend the evaluation, make recommendation for improvement

On-going training and re-certification will be available from the BT BOCES. In addition, individuals not certified or seeking re-certification will be supported to attend other recognized certification programs, such as the one offered through LEAF (Leadership for Educational Achievement Foundation, Inc.).

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

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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/5581/144501-3Uqgn5g9Iu/APPR Signatures 8-8-2012.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.

Form 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 an attachment.

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	English 9,10 and 12	☒ District/regional/BOCES–developed	District-developed 9th, 10th and 12 ELA Benchmark
	IB English 11	☒ Teacher specific achievement or growth score computed locally	Comprehensive ELA Regents
	IB English 12	☒ District/regional/BOCES–developed	District-developed IB English 12 Bench mark Assessment
	AP English Literature and Composition	☒ District/regional/BOCES–developed	District Developed AP English Literature and Composition Benchmark Assessment
	Academic Literacy	☒ District/regional/BOCES–developed	District-developed Academic Literacy Benchmark Assessment
	Early Childhood	☒ District/regional/BOCES–developed	District-developed Academic Early Childhood Assessment
	Year Book	☒ District/regional/BOCES–developed	District-developed Year Book Benchmark Assessment
	IB Theory of Knowledge	☒ District/regional/BOCES–developed	District-developed IB Theory of Knowledge Benchmark Assessment
	Drama I/II and Drama II/IV	☒ District/regional/BOCES–developed	District-developed Drama I/II and Drama II/IV Benchmark

			Assessment
	IB (SL and HL) Theater Arts	☒ District/regional/BOCES–developed	District-developed IB (SL and HL) Theater Arts Benchmark Assessment
	IB Extended Essay	☒ District/regional/BOCES–developed	District-developed IB Extended Essay Benchmark Assessment
	IB Community Service	☒ District/regional/BOCES–developed	District-developed IB Community Service Benchmark Assessment
	AP European History	☒ District/regional/BOCES–developed	District-developed AP European History Benchmark Assessment
	IB Philosophy	☒ District/regional/BOCES–developed	District-developed IB Philosophy
	IB American History	☒ District/regional/BOCES–developed	District-developed IB American History Benchmark Assessment
	IB History I	☒ Teacher specific achievement or growth score computed locally	American History Regents
	Global 9	☒ District/regional/BOCES–developed	District-developed Global 9 Benchmark Assessment
	Economics	☒ District/regional/BOCES–developed	District-developed Economics Benchmark Assessment
	Government	☒ District/regional/BOCES–developed	District-developed Government Benchmark Assessment

	Psychology	☒ District/regional/BOCES–developed	District-developed Psychology Benchmark Assessment
	Geometry A	☒ District/regional/BOCES–developed	District-developed Geometry A Benchmark Assessment
	Geometry B	☒ District/regional/BOCES–developed	District-developed Geometry B Benchmark Assessment
	Geometry E	☒ Teacher specific achievement or growth score computed locally	Geometry Regents
	Algebra 2/TrigA	☒ District/regional/BOCES–developed	District-developed Algebra 2/TrigA Benchmark Assessment
	Algebra 2/TrigB	☒ District/regional/BOCES–developed	District-developed Algebra 2/TrigB Benchmark Assessment
	Algebra 2/TrigE	☒ Teacher specific achievement or growth score computed locally	Algebra Regents
	IB Math Studies	☒ District/regional/BOCES–developed	District-developed IB Math Studies Benchmark Assessment
	IB Mathematics I	☒ District/regional/BOCES–developed	District-developed IB Mathematics I Benchmark Assessment
	IB Mathematics II	☒ District/regional/BOCES–developed	District-developed IB Mathematics II Benchmark Assessment

	AP Calculus	☒ District/regional/BOCES–developed	District-developed AP Calculus Benchmark Assessment AP Calculus
	Numeracy 9	☒ District/regional/BOCES–developed	District-developed Numeracy 9 Benchmark Assessment
	AIS Math	☒ District/regional/BOCES–developed	District- developed AIS Math Benchmark Assessment
	French I, II, III, IIIE and IB French IV, IB French Advanced	☒ District/regional/BOCES–developed	District-developed French I, II, III, IIIE, and IB French IV, IB French Advanced Benchmark Assessment
	Spanish I, II, III, IIIE and IB Spanish IV, IB Spanish Advanced	☒ District/regional/BOCES–developed	District Spanish I, II, III, IIIE, and IB Spanish IV, IB Spanish Advanced Benchmark Assessment
	Beginning, Intermediate, and Advanced ESL	☒ District/regional/BOCES–developed	District-developed Beginning, Intermediate, and Advanced ESL Benchmark Assessment
	American Sign Language I, II and III	☒ District/regional/BOCES–developed	District-developed American Sign Language I, II and III Benchmark Assessment
	Mandarin Chinese I, II and III	☒ District/regional/BOCES–developed	District-developed Mandarin Chinese I, II and III Benchmark Assessment

	IB Mandarin Chinese ab initio I and II	☒ District/regional/BOCES–developed	District-developed IB Mandarin Chinese ab initio I and II Benchmark Assessment
	IB Biology (HL)	☒ District/regional/BOCES–developed	District-developed IB Biology HL Benchmark Assessment
	IB Biology (SL)	☒ District/regional/BOCES–developed	District-developed IB Biology SL Benchmark Assessment
	IB (SL) Chemistry	☒ District/regional/BOCES–developed	District-developed IB (SL) Chemistry Benchmark Assessment
	Environment Science	☒ District/regional/BOCES–developed	District- Environment Science Benchmark Assessment
	IB Eco System/Society	☒ District/regional/BOCES–developed	District-developed IB Eco System/Society Benchmark Assessment
	Anatomy/Physiology	☒ District/regional/BOCES–developed	District-developed Anatomy/Physiology Benchmark Assessment
	IB Physics II HL	☒ District/regional/BOCES–developed	District-developed IB Physics II HL Benchmark Assessment
	Accounting ATC	☒ District/regional/BOCES–developed	District-developed Accounting ATC Benchmark Assessment
	Advanced Accounting/College Accounting	☒ District/regional/BOCES–developed	District-developed Advanced Accounting/College

			Accounting Benchmark Assessment
	Business Law	☒ District/regional/BOCES–developed	District-developed Business Law Benchmark Assessment
	Entrepreneurship ATC	☒ District/regional/BOCES–developed	District-developed Entrepreneurship ATC Benchmark Assessment
	Career & Finance Manage	☒ District/regional/BOCES–developed	District-developed Career & Finance Manage Benchmark Assessment
	Computer Tech Concepts	☒ District/regional/BOCES–developed	District-developed Computer Tech Concepts Benchmark Assessment
	Sports Manage/Market	☒ District/regional/BOCES–developed	District-developed Sports Manage/Market Benchmark Assessment
	Quantitative Bus Methods ATC	☒ District/regional/BOCES–developed	District-developed Quantitative Bus Methods ATC Benchmark Assessment
	IB Business Manage SL	☒ District/regional/BOCES–developed	District-developed IB Business Manage SL Benchmark Assessment
	Design/Draw Production ATC	☒ District/regional/BOCES–developed	District-developed Design/Draw Production ATC Benchmark Assessment

	Digital Elect	☒ District/regional/BOCES–developed	District-developed Digital Elect Benchmark Assessment
	Computer Integration Management	☒ District/regional/BOCES–developed	District-developed Computer Integration Management Benchmark Assessment
	Principals of Engineering ATC	☒ District/regional/BOCES–developed	District-developed Principals of Engineering ATC Benchmark Assessment
	Engineering Design & Development	☒ District/regional/BOCES–developed	District-developed Engineering Design & Development Benchmark Assessment
	Wood Prod Tec I and II	☒ District/regional/BOCES–developed	District-developed Wood Prod Tec I and II Benchmark Assessment
	Culinary Arts I and II	☒ District/regional/BOCES–developed	District-developed Culinary Arts I and II Benchmark Assessment
	Child Development	☒ District/regional/BOCES–developed	District-developed Child Development Benchmark Assessment
	Inter Design/Fashion	☒ District/regional/BOCES–developed	District-developed Inter Design/Fashion Benchmark Assessment
	Studio Art	☒ District/regional/BOCES–developed	District-developed Studio Art Benchmark Assessment

	Draw/Paint I and II	☒ District/regional/BOCES–developed	District-developed Draw/Paint I and II Benchmark Assessment
	Graphic Design	☒ District/regional/BOCES–developed	District-developed Graphic Design Benchmark Assessment
	AP Studio Art	☒ District/regional/BOCES–developed	District-developed AP Studio Art Benchmark Assessment
	PALS Studio Art	☒ District/regional/BOCES–developed	District-developed PALS Studio Art Benchmark Assessment
	Regents Academy Studio Art	☒ District/regional/BOCES–developed	District-developed Regents Academy Studio Art Benchmark Assessment
	Sculpture	☒ District/regional/BOCES–developed	District-developed Sculpture Benchmark Assessment
	Media Arts	☒ District/regional/BOCES–developed	District-developed Media Arts Benchmark Assessment
	Photography and Advanced Photography	☒ District/regional/BOCES–developed	District-developed Photography and Advanced Photography Benchmark Assessment
	Creative Crafts	☒ District/regional/BOCES–developed	District-developed Creative Crafts Benchmark Assessment
	Ceramics II/Sculpture	☒ District/regional/BOCES–developed	District-developed Ceramics II/Sculpture

	II		II Benchmark Assessment
	IB Art/Design HL Option A	☒ District/regional/BOCES–developed	District-developed IB Art/Design HL Option A Benchmark Assessment
	IB Art/Design SL Option B	☒ District/regional/BOCES–developed	District-developed IB Art/Design SL Option B Benchmark Assessment
	3 Dimensional Art	☒ District/regional/BOCES–developed	District-developed 3 Dimensional Art Benchmark Assessment
	Jewelry Making	☒ District/regional/BOCES–developed	District-developed Jewelry Making Benchmark Assessment
	Symphonic Winds	☒ District/regional/BOCES–developed	District-developed Symphonic Winds Benchmark Assessment
	Jazz Ensemble	☒ District/regional/BOCES–developed	District-developed Jazz Ensemble Benchmark Assessment
	Stage Band and Band	☒ District/regional/BOCES–developed	District-developed Stage Band and Band Benchmark Assessment
	String Orchestra	☒ District/regional/BOCES–developed	District-developed String Orchestra Benchmark Assessment
	Mixed Chorus	☒ District/regional/BOCES–developed	District-developed Mixed Chorus Benchmark

			Assessment
	Crescendos	☒ District/regional/BOCES–developed	District-developed Crescendos Benchmark Assessment
	PALS Music	☒ District/regional/BOCES–developed	District-developed PALS Music Benchmark Assessment
	Dance Studio I, II and III	☒ District/regional/BOCES–developed	District-developed Dance Studio I, II and III Benchmark Assessment
	Dance Composition	☒ District/regional/BOCES–developed	District-developed Dance Composition Benchmark Assessment
	Music Theory I and II	☒ District/regional/BOCES–developed	District-developed Music Theory I and II Benchmark Assessment
	Concert Choir	☒ District/regional/BOCES–developed	District-developed Concert Choir Benchmark Assessment
	Wind Ensemble	☒ District/regional/BOCES–developed	District-developed Wind Ensemble Benchmark Assessment
	IB Dance	☒ District/regional/BOCES–developed	District-developed IB Dance Benchmark Assessment
	Percussion Ensemble/Steel Drum	☒ District/regional/BOCES–developed	District-developed Percussion Ensemble/Steel Drum Benchmark Assessment

	Guitar	☒ District/regional/BOCES–developed	District-developed Guitar Benchmark Assessment
	Piano	☒ District/regional/BOCES–developed	District-developed Piano Benchmark Assessment
	World Drumming	☒ District/regional/BOCES–developed	District-developed World Drumming Benchmark Assessment
	Intro to Music & Computers	☒ District/regional/BOCES–developed	District-developed Intro to Music & Computers Benchmark Assessment
	Intro to Songwriting	☒ District/regional/BOCES–developed	District-developed Intro to Songwriting Benchmark Assessment
	Physical Education, Regents Academy Physical Education, Physical Education I and II grades 9, 10, 11, and 12	☒ District/regional/BOCES–developed	District-developed Physical Education, Regents Academy Physical Education, Physical Education I and II grades 9, 10, 11, and 12 Benchmark Assessment
	Adaptive Physical Education	☒ District/regional/BOCES–developed	District-developed Adaptive Physical Education Benchmark Assessment
	Intensive Physical Fitness Training	☒ District/regional/BOCES–developed	District-developed Intensive Physical Fitness Training Benchmark Assessment
	Health grades 6,7,8,9,10,11, and12	☒ District/regional/BOCES–developed	District-developed Health grades

			6,7,8,9,10,11, and12Benchmark Assessment
	15.1 Careers English 12	☒ District/regional/BOCES–developed	District-developed 15.1 English 12 Benchmark Assessment
	15.1 Careers Global 10	☒ Teacher specific achievement or growth score computed locally	Global 10 Regents
	15.1 Careers Government	☒ District/regional/BOCES–developed	District-developed 15.1 Careers Government Benchmark Assessment
	15.1 Careers Economics	☒ District/regional/BOCES–developed	District-developed 15.1 Careers Economics Benchmark Assessment
	15.1 Careers Living Environment	☒ Teacher specific achievement or growth score computed locally	Living Environment Regents
	Career English 9, 10, and 12	☒ District/regional/BOCES–developed	District-developed Career English 9, 10, and 12 Benchmark Assessment
	Career English 11	☒ Teacher specific achievement or growth score computed locally	RCT - ELA
	Career Math 9	☒ District/regional/BOCES–developed	District-developed Career Math 9 Benchmark Assessment
	Career Math 10	☒ Teacher specific achievement or growth score computed locally	Algebra Regents
	Career Math 11	☒ District/regional/BOCES–developed	District-developed Career Math 11 Benchmark

			Assessment
	15.1 Careers Quantitative Business Math	☒ District/regional/BOCES–developed	District-developed 15.1 Careers Quantitative Business Math Benchmark Assessment
	15:1 Earth Science	☒ Teacher specific achievement or growth score computed locally	Earth Science Regents
	15:1 Environmental Science	☒ District/regional/BOCES–developed	District-developed 15:1 Environmental Science Benchmark Assessment
	15:1 US History	☒ Teacher specific achievement or growth score computed locally	RCT – US History
	Government/Economics	☒ District/regional/BOCES–developed	District-developed Government/Economics Benchmark Assessment
	15.1 ELA	☒ District/regional/BOCES–developed	District-developed 15.1 ELA Benchmark Assessment
	15.1 Community Service	☒ District/regional/BOCES–developed	District-developed 15.1 Community Service Benchmark Assessment
	15.1 Math	☒ District/regional/BOCES–developed	District-developed 15.1 Math Benchmark Assessment
	PALS Math	☒ Teacher specific achievement or growth score computed locally	Alternative Assessment - Math
	12.1.1. Social Skills	☒ District/regional/BOCES–developed	District-developed 12.1.1. Social Skills Benchmark Assessment
	12.1.1. English 9	☒ District/regional/BOCES–developed	District-developed 12.1.1. English

			9Benchmark Assessment
	12.1.1. Global 9	☒ District/regional/BOCES–developed	District-developed 12.1.1. Global 9 Benchmark Assessment
	12.1.1. Global 10	☒ Teacher specific achievement or growth score computed locally	Global 10 Regents
	12.1.1. Algebra I	☒ District/regional/BOCES–developed	District-developed 12.1.1. Algebra I Benchmark Assessment
	12.1.1. Algebra II	☒ Teacher specific achievement or growth score computed locally	Algebra Regents
	12.1.1. English 10	☒ District/regional/BOCES–developed	District-developed 12.1.1. English 10 Benchmark Assessment
	PALS English	☒ Teacher specific achievement or growth score computed locally	Alternative Assessment - English
	PALS Health	☒ District/regional/BOCES–developed	District-developed PALS Health Benchmark Assessment
	Integrated Literacy & Arts	☒ District/regional/BOCES–developed	District-developed Integrated Literacy & Arts Benchmark Assessment
	Integrated Algebra	☒ District/regional/BOCES–developed	District-developed Integrated Algebra Benchmark Assessment
	ILA Lab	☒ District/regional/BOCES–developed	District-developed ILA Lab Benchmark Assessment

	Ceramics	☒ District/regional/BOCES–developed	District-developed Ceramics Benchmark Assessment
	Regents Academy AIS English	☒ District/regional/BOCES–developed	District-developed Regents Academy AIS English Benchmark Assessment
	Regents Academy Literacy 9 and 10	☒ District/regional/BOCES–developed	District-developed Regents Academy Literacy Benchmark Assessment
	Regents Academy English 10	☒ District/regional/BOCES–developed	District-developed Regents Academy English 10Benchmark Assessment
	Regents Academy Academic Math	☒ District/regional/BOCES–developed	District-developed Regents Academy Academic Math Benchmark Assessment
	Regents Academy Geometry A	☒ District/regional/BOCES–developed	District-developed Regents Academy Geometry A Benchmark Assessment
	Physical Education grades K, 1, 2, 3, 4, 5, 6, 7, and 8	☒ District/regional/BOCES–developed	District-developed Physical Education grades K, 1, 2, 3, 4, 5, 6, 7, and 8 Benchmark Assessment
	Music grades K, 1, 2, 3, 4, 5, 6, 7, and 8	☒ District/regional/BOCES–developed	District-developed Music grades K, 1, 2, 3, 4, 5, 6, 7, and 8 Benchmark Assessment
	Art grades K, 1, 2, 3, 4, 5, 6, 7, and 8	☒ District/regional/BOCES–developed	District-developed Art grades K, 1, 2, 3, 4, 5, 6, 7, and 8 Benchmark

			Assessment
	Library grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,11,12	☒ District/regional/BOCES–developed	District-developed Art grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,11,12 Benchmark Assessment
	Challenge Enrichment grades K, 1, 2, 3, 4, 5, 6, 7, and 8	☒ District/regional/BOCES–developed	District-developed Art grades K, 1, 2, 3, 4, 5, 6, 7, and 8 Benchmark Assessment
	Family and Consumer Science grades 6,7,8	☒ District/regional/BOCES–developed	District-developed Family and Consumer Science grades 6,7,8 Benchmark Assessment
	Technology Education grades 6,7,8	☒ District/regional/BOCES–developed	District-developed Technology Education grades 6,7,8 Benchmark Assessment
	Band, Orchestra and Vocal Music grades K, 3, 4, 5, 6, 7, and 8	☒ District/regional/BOCES–developed	District-developed Band, Orchestra and Vocal Music grades K, 3, 4, 5, 6, 7, and 8 Benchmark Assessment
	Reading grades K, 1, 2, 3, 4, 5, 6, 7, 8	☒ District/regional/BOCES–developed	District-developed Reading grades K, 1, 2, 3, 4, 5, 6, 7, 8Benchmark Assessment
	AIS ELA grades 6, 7, 8	☒ District/regional/BOCES–developed	District-developed AIS ELA grades 6, 7, 8 Benchmark Assessment
	AIS Math grades 6, 7, 8	☒ District/regional/BOCES–developed	District-developed AIS Math grades 6, 7, 8 Benchmark

			Assessment
	ELL Teacher Services for ELA and/or Math grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12	☒ District/regional/BOCES–developed	District-developed ELL Teacher Services for ELA and/or Math grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 Benchmark Assessment

Binghamton Teachers' Association

Annual Professional Performance Review (APPR)

Teacher Improvement Plan (TIP) Process and Products

If based on evaluations and observations completed in accordance with Article VI Evaluation and Supervision of the Binghamton Teachers' Association Collective bargaining Agreement the Administration of the Binghamton City School District determines that a teacher needs to be placed on a teacher improvement plan based on the determination of being identified as either a Developing or Ineffective Teacher: 1) The teacher will be notified, in a personal conference and in writing 10 days prior to the start of the school year, with every effort made to make the teacher aware, as soon as all applicable information is available. 2) The option of having the Binghamton Teachers' Association (BT) involved as a partner in the development of an improvement plan shall be included with the initial notice to the teacher. 3) All notices will be copies to the BTA President.

The teacher and his/her evaluators will cooperatively develop a TIP, in accordance with the APPR model. The teacher at his/her sole discretion may avail himself or herself of the existing resources of the district during the development and/or implementation of the TIP. The teacher and the BTA do not waive any contractual rights by participating in the intervention plan activities. The collaborative plan shall be signed by the teacher and his/her evaluator(s). Timelines for completion of the plan shall be mutually agreed upon. All copies of all plans and all subsequent communications about such shall be filed with the BTA President.

Successful completion of the TIP by the teacher will result in the teacher being notified on the subsequent year's APPR form. Plans that are not successful may be referred to the Superintendent of Schools or Central Office designee.

Date

Inside Address

Dear ,

Based on evaluations and observations completed in accordance with Article VI Evaluation and Supervision of the Binghamton Teachers' Association Collective bargaining Agreement, the Administration of the Binghamton City School district has determined that you need to be placed on a Teacher Improvement Plan. In accordance with the approved APPR plan:

- I am notifying you in a personal conference and in writing ten (10) days prior to the start of the school year.
- You have the option of having the BTA involved as a partner in the development of an improvement plan.
- This notice will be copies to the BTA President and your personnel file.
- Your participation in this process is a requirement as a result of your rating as either Developing or In Need of Improvement on last year's APPR.

Should you have any further questions, please do not hesitate to contact me of the BTA President.

Sincerely,

Director of Personnel

CC: BTA President
CC: Personnel

Binghamton City School District
Teacher Improvement Plan

Teacher's Name:	**School:**
Grade and/Subject Area:	**School Year to Commence:**
Evaluator(s) Developing the Plan:	**APPR Effective Category:**

Briefly describe areas of strength the teacher brings to the plan:

Briefly describe areas in need of improvement:

Note: Only state goals for which the teacher has received a 1 or 2 overall category rating. Delete all areas not being addressed through this plan.

Goals	Action Steps (Provide detailed description)	Needed Support/Resources	Who is responsible for implementation and collection of evidence?	Expected dates of completion	Evidence of Goal being met
I.Plan and organize the lesson					
II. Promote Student Interest and Engagement					
III. Demonstrate High Expectations for Student Learning					
IV. Respond to Diverse Student Characteristics and Needs					
V. Make Ideas Clear, Connected and Assessable to students					
VI. Ask Questions and Lead Discussions and to Promote Learning					
VII. Maintain a Positive Emotional Climate					

VIII. Manage the Classroom to Maximize Productivity					
IX. Manage the Classroom to Promote Learning					
X. Assess Student Performance and Progress					
NYSUT 1: Knowledge of Students and Student Learning					
NYSUT 2: Knowledge of Content and Instructional Planning					
NYSUT 5: Assessment for Student Learning					
NYSUT 6: Professional Responsibilities and Collaboration					
NYSUT 7: Professional Growth					

State Growth Model/SLO					
Locally Selected Measure					

Strategies for Implementing the Plan:

_____ _____

Signature of Evaluator(s) **Date**

_____ _____

Signature of Teacher **Date**

Form 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)	Locally-Selected Measure from List of Approved Measures	Assessment
	English 9,10 and 12	☒ District/regional/BOCES–developed	District-developed 9th, 10th and 12 ELA Benchmark
	IB English 11	☒ State Assessment	Comprehensive ELA Regents
	IB English 12	☒ District/regional/BOCES–developed	District-developed IB English 12 Bench mark Assessment
	AP English Literature and Composition	☒ District/regional/BOCES–developed	District-developed AP English Literature and Composition Benchmark Assessment
	Academic Literacy	☒ District/regional/BOCES–developed	District-developed Academic Literacy Benchmark Assessment
	Early Childhood	☒ District/regional/BOCES–developed	District-developed Academic Early Childhood Assessment
	Year Book	☒ District/regional/BOCES–developed	District-developed Year Book Benchmark Assessment
	IB Theory of Knowledge	☒ District/regional/BOCES–developed	District-developed IB Theory of Knowledge Benchmark Assessment
	Drama I/II and Drama	☒ District/regional/BOCES–developed	District-developed Drama I/II and Drama

	II/IV		II/IV Benchmark Assessment
	IB (SL and HL) Theater Arts	☒ District/regional/BOCES–developed	District-developed IB (SL and HL) Theater Arts Benchmark Assessment
	IB Extended Essay	☒ District/regional/BOCES–developed	District-developed IB Extended Essay Benchmark Assessment
	IB Community Service	☒ District/regional/BOCES–developed	District-developed IB Community Service Benchmark Assessment
	AP European History	☒ District/regional/BOCES–developed	District-developed AP European History Benchmark Assessment
	IB Philosophy	☒ District/regional/BOCES–developed	District-developed IB Philosophy
	IB American History	☒ District/regional/BOCES–developed	District-developed IB American History Benchmark Assessment
	IB History I	☒ State Assessment	American History Regents
	Global 9	☒ District/regional/BOCES–developed	District-developed Global 9 Benchmark Assessment
	Economics	☒ District/regional/BOCES–developed	District-developed Economics Benchmark Assessment
	Government	☒ District/regional/BOCES–developed	District-developed Government Benchmark Assessment
	Psychology	☒ District/regional/BOCES–developed	District-developed Psychology

			Benchmark Assessment
	Geometry A	☒ District/regional/BOCES–developed	District-developed Geometry A Benchmark Assessment
	Geometry B	☒ District/regional/BOCES–developed	District-developed Geometry B Benchmark Assessment
	Geometry E	☒ State Assessment	Geometry Regents
	Algebra 2/TrigA	☒ District/regional/BOCES–developed	District-developed Algebra 2/TrigA Benchmark Assessment
	Algebra 2/TrigB	☒ District/regional/BOCES–developed	District-developed Algebra 2/TrigB Benchmark Assessment
	Algebra 2/TrigE	☒ State Assessment	Algebra Regents
	IB Math Studies	☒ District/regional/BOCES–developed	District-developed IB Math Studies Benchmark Assessment
	IB Mathematics I	☒ District/regional/BOCES–developed	District-developed IB Mathematics I Benchmark Assessment
	IB Mathematics II	☒ District/regional/BOCES–developed	District-developed IB Mathematics II Benchmark Assessment
	AP Calculus	☒ District/regional/BOCES–developed	District-developed AP Calculus Benchmark Assessment
	Numeracy 9	☒ District/regional/BOCES–developed	District-developed Numeracy 9 Benchmark

			Assessment
	AIS Math	☒ District/regional/BOCES–developed	District- developed AIS Math Benchmark Assessment
	French I, II, III, IIIE and IB French IV, IB French Advanced	☒ District/regional/BOCES–developed	District-developed French I, II, III, IIIE, and IB French IV, IB French Advanced Benchmark Assessment
	Spanish I, II, III, IIIE and IB Spanish IV, IB Spanish Advanced	☒ District/regional/BOCES–developed	District Spanish I, II, III, IIIE, and IB Spanish IV, IB Spanish Advanced Benchmark Assessment
	Beginning, Intermediate, and Advanced ESL	☒ District/regional/BOCES–developed	District-developed Beginning, Intermediate, and Advanced ESL Benchmark Assessment
	American Sign Language I, II and III	☒ District/regional/BOCES–developed	District-developed American Sign Language I, II and III Benchmark Assessment
	Mandarin Chinese I, II and III	☒ District/regional/BOCES–developed	District-developed Mandarin Chinese I, II and III Benchmark Assessment
	IB Mandarin Chinese ab initio I and II	☒ District/regional/BOCES–developed	District-developed IB Mandarin Chinese ab initio I and II Benchmark Assessment
	IB Biology (HL)	☒ District/regional/BOCES–developed	District-developed IB Biology HL Benchmark Assessment
	IB Biology (SL)	☒ District/regional/BOCES–developed	District-developed IB Biology SL Benchmark

			Assessment
	IB (SL) Chemistry	☒ District/regional/BOCES–developed	District-developed IB (SL) Chemistry Benchmark Assessment
	Environment Science	☒ District/regional/BOCES–developed	District- Environment Science Benchmark Assessment
	IB Eco System/Society	☒ District/regional/BOCES–developed	District-developed IB Eco System/Society Benchmark Assessment
	Anatomy/Physiology	☒ District/regional/BOCES–developed	District-developed Anatomy/Physiology Benchmark Assessment
	IB Physics II HL	☒ District/regional/BOCES–developed	District-developed IB Physics II HL Benchmark Assessment
	Accounting ATC	☒ District/regional/BOCES–developed	District-developed Accounting ATC Benchmark Assessment
	Advanced Accounting/College Accounting	☒ District/regional/BOCES–developed	District-developed Advanced Accounting/College Accounting Benchmark Assessment
	Business Law	☒ District/regional/BOCES–developed	District-developed Business Law Benchmark Assessment
	Entrepreneurship ATC	☒ District/regional/BOCES–developed	District-developed Entrepreneurship ATC Benchmark Assessment
	Career & Finance	☒ District/regional/BOCES–developed	District-developed Career & Finance

	Manage		Manage Benchmark Assessment
	Computer Tech Concepts	☒ District/regional/BOCES–developed	District-developed Computer Tech Concepts Benchmark Assessment
	Sports Manage/Market	☒ District/regional/BOCES–developed	District-developed Sports Manage/Market Benchmark Assessment
	Quantitative Bus Methods ATC	☒ District/regional/BOCES–developed	District-developed Quantitative Bus Methods ATC Benchmark Assessment
	IB Business Manage SL	☒ District/regional/BOCES–developed	District-developed IB Business Manage SL Benchmark Assessment
	Design/Draw Production ATC	☒ District/regional/BOCES–developed	District-developed Design/Draw Production ATC Benchmark Assessment
	Digital Elect	☒ District/regional/BOCES–developed	District-developed Digital Elect Benchmark Assessment
	Computer Integration Management	☒ District/regional/BOCES–developed	District-developed Computer Integration Management Benchmark Assessment
	Principals of Engineering ATC	☒ District/regional/BOCES–developed	District-developed Principals of Engineering ATC Benchmark Assessment
	Engineering Design & Development	☒ District/regional/BOCES–developed	District-developed Engineering Design & Development

			Benchmark Assessment
	Wood Prod Tec I and II	☒ District/regional/BOCES–developed	District-developed Wood Prod Tec I and II Benchmark Assessment
	Culinary Arts I and II	☒ District/regional/BOCES–developed	District-developed Culinary Arts I and II Benchmark Assessment
	Child Development	☒ District/regional/BOCES–developed	District-developed Child Development Benchmark Assessment
	Inter Design/Fashion	☒ District/regional/BOCES–developed	District-developed Inter Design/Fashion Benchmark Assessment
	Studio Art	☒ District/regional/BOCES–developed	District-developed Studio Art Benchmark Assessment
	Draw/Paint I and II	☒ District/regional/BOCES–developed	District-developed Draw/Paint I and II Benchmark Assessment
	Graphic Design	☒ District/regional/BOCES–developed	District-developed Graphic Design Benchmark Assessment
	AP Studio Art	☒ District/regional/BOCES–developed	District-developed AP Studio Benchmark Assessment Art
	PALS Studio Art	☒ District/regional/BOCES–developed	District-developed PALS Studio Art Benchmark Assessment
	Regents Academy Studio Art	☒ District/regional/BOCES–developed	District-developed Regents Academy Studio Art Benchmark

			Assessment
	Sculpture	☒ District/regional/BOCES–developed	District-developed Sculpture Benchmark Assessment
	Media Arts	☒ District/regional/BOCES–developed	District-developed Media Arts Benchmark Assessment
	Photography and Advanced Photography	☒ District/regional/BOCES–developed	District-developed Photography and Advanced Photography Benchmark Assessment
	Creative Crafts	☒ District/regional/BOCES–developed	District-developed Creative Crafts Benchmark Assessment
	Ceramics II/Sculpture II	☒ District/regional/BOCES–developed	District-developed Ceramics II/Sculpture II Benchmark Assessment
	IB Art/Design HL Option A	☒ District/regional/BOCES–developed	District-developed IB Art/Design HL Option A Benchmark Assessment
	IB Art/Design SL Option B	☒ District/regional/BOCES–developed	District-developed IB Art/Design SL Option B Benchmark Assessment
	3 Dimensional Art	☒ District/regional/BOCES–developed	District-developed 3 Dimensional Art Benchmark Assessment
	Jewelry Making	☒ District/regional/BOCES–developed	District-developed Jewelry Making Benchmark Assessment
	Symphonic Winds	☒ District/regional/BOCES–developed	District-developed Symphonic Winds Benchmark

			Assessment
	Jazz Ensemble	☒ District/regional/BOCES–developed	District-developed Jazz Ensemble Benchmark Assessment
	Stage Band and Band	☒ District/regional/BOCES–developed	District-developed Stage Band and Band Benchmark Assessment
	String Orchestra	☒ District/regional/BOCES–developed	District-developed String Orchestra Benchmark Assessment
	Mixed Chorus	☒ District/regional/BOCES–developed	District-developed Mixed Chorus Benchmark Assessment
	Crescendos	☒ District/regional/BOCES–developed	District-developed Crescendos Benchmark Assessment
	PALS Music	☒ District/regional/BOCES–developed	District-developed PALS Music Benchmark Assessment
	Dance Studio I, II and III	☒ District/regional/BOCES–developed	District-developed Dance Studio I, II and III Benchmark Assessment
	Dance Composition	☒ District/regional/BOCES–developed	District-developed Dance Composition Benchmark Assessment
	Music Theory I and II	☒ District/regional/BOCES–developed	District-developed Music Theory I and II Benchmark Assessment
	Concert Choir	☒ District/regional/BOCES–developed	District-developed Concert Choir Benchmark

			Assessment
	Wind Ensemble	☒ District/regional/BOCES–developed	District-developed Wind Ensemble Benchmark Assessment
	IB Dance	☒ District/regional/BOCES–developed	District-developed IB Dance Benchmark Assessment
	Percussion Ensemble/Steel Drum	☒ District/regional/BOCES–developed	District-developed Percussion Ensemble/Steel Drum Benchmark Assessment
	Guitar	☒ District/regional/BOCES–developed	District-developed Guitar Benchmark Assessment
	Piano	☒ District/regional/BOCES–developed	District-developed Piano Benchmark Assessment
	World Drumming	☒ District/regional/BOCES–developed	District-developed World Drumming Benchmark Assessment
	Intro to Music & Computers	☒ District/regional/BOCES–developed	District-developed Intro to Music & Computers Benchmark Assessment
	Intro to Songwriting	☒ District/regional/BOCES–developed	District-developed Intro to Songwriting Benchmark Assessment
	Physical Education, Regents Academy Physical Education, Physical Education I and II grades 9, 10, 11, and 12	☒ District/regional/BOCES–developed	District-developed Physical Education, Regents Academy Physical Education, Physical Education I and II grades 9, 10, 11, and 12 Benchmark Assessment

	Adaptive Physical Education	☒ District/regional/BOCES–developed	District-developed Adaptive Physical Education Benchmark Assessment
	Intensive Physical Fitness Training	☒ District/regional/BOCES–developed	District-developed Intensive Physical Fitness Training Benchmark Assessment
	Health grades 6,7,8,9,10,11, and12	☒ District/regional/BOCES–developed	District-developed Health grades 6,7,8,9,10,11, and12Benchmark Assessment
	15.1 Careers English 12	☒ District/regional/BOCES–developed	District-developed 15.1 English 12 Benchmark Assessment
	15.1 Careers Global 10	☒ State Assessment	Global 10 Regents
	15.1 Careers Government	☒ District/regional/BOCES–developed	District-developed 15.1 Careers Government Benchmark Assessment
	15.1 Careers Economics	☒ District/regional/BOCES–developed	District-developed 15.1 Careers Economics Benchmark Assessment
	15.1 Careers Living Environment	☒ State Assessment	Living Environment Regents
	Career English 9, 10, and 12	☒ District/regional/BOCES–developed	District-developed Career English 9, 10, and 12 Benchmark Assessment
	Career English 11	☒ State Assessment	RCT - ELA
	Career Math 9	☒ District/regional/BOCES–developed	District-developed Career Math 9 Benchmark

			Assessment
	Career Math 10	☒ State Assessment	Algebra Regents
	Career Math 11	☒ District/regional/BOCES–developed	District-developed Career Math 11 Benchmark Assessment
	15.1 Careers Quantitative Business Math	☒ District/regional/BOCES–developed	District-developed 15.1 Careers Quantitative Business Math Benchmark Assessment
	15:1 Earth Science	☒ State Assessment	Earth Science Regents
	15:1 Environmental Science	☒ District/regional/BOCES–developed	District-developed 15:1 Environmental Science Benchmark Assessment
	15:1 US History	☒ State Assessment	RCT – US History
	Government/Economics	☒ District/regional/BOCES–developed	District-developed Government/Economics Benchmark Assessment
	15.1 ELA	☒ District/regional/BOCES–developed	District-developed 15.1 ELA Benchmark Assessment
	15.1 Community Service	☒ District/regional/BOCES–developed	District-developed 15.1 Community Service Benchmark Assessment
	15.1 Math	☒ District/regional/BOCES–developed	District-developed 15.1 Math Benchmark Assessment
	PALS Math	☒ State Assessment	Alternative Assessment - Math
	12.1.1. Social Skills	☒ District/regional/BOCES–developed	District-developed 12.1.1. Social Skills Benchmark Assessment

	12.1.1. English 9	☒ District/regional/BOCES–developed	District-developed 12.1.1. English 9Benchmark Assessment
	12.1.1. Global 9	☒ District/regional/BOCES–developed	District-developed 12.1.1. Global 9 Benchmark Assessment
	12.1.1. Global 10	☒ State Assessment	Global 10 Regents
	12.1.1. Algebra I	☒ District/regional/BOCES–developed	District-developed 12.1.1. Algebra I Benchmark Assessment
	12.1.1. Algebra II	☒ State Assessment	Algebra Regents
	12.1.1. English 10	☒ District/regional/BOCES–developed	District-developed 12.1.1. English 10 Benchmark Assessment
	PALS English	☒ State Assessment	Alternative Assessment - English
	PALS Health	☒ District/regional/BOCES–developed	District-developed PALS Health Benchmark Assessment
	Integrated Literacy & Arts	☒ District/regional/BOCES–developed	District-developed Integrated Literacy & Arts Benchmark Assessment
	Integrated Algebra	☒ District/regional/BOCES–developed	District-developed Integrated Algebra Benchmark Assessment
	ILA Lab	☒ District/regional/BOCES–developed	District-developed ILA Lab Benchmark Assessment
	Ceramics	☒ District/regional/BOCES–developed	District-developed Ceramics Benchmark Assessment

	Regents Academy AIS English	☒ District/regional/BOCES–developed	District-developed Regents Academy AIS English Benchmark Assessment
	Regents Academy Literacy 9 and 10	☒ District/regional/BOCES–developed	District-developed Regents Academy Literacy Benchmark Assessment
	Regents Academy English 10	☒ District/regional/BOCES–developed	District-developed Regents Academy English 10Benchmark Assessment
	Regents Academy Academic Math	☒ District/regional/BOCES–developed	District-developed Regents Academy Academic Math Benchmark Assessment
	Regents Academy Geometry A	☒ District/regional/BOCES–developed	District-developed Regents Academy Geometry A Benchmark Assessment
	Physical Education grades K, 1, 2, 3, 4, 5, 6, 7, and 8	☒ District/regional/BOCES–developed	District-developed Physical Education grades K, 1, 2, 3, 4, 5, 6, 7, and 8 Benchmark Assessment
	Music grades K, 1, 2, 3, 4, 5, 6, 7, and 8	☒ District/regional/BOCES–developed	District-developed Music grades K, 1, 2, 3, 4, 5, 6, 7, and 8 Benchmark Assessment
	Art grades K, 1, 2, 3, 4, 5, 6, 7, and 8	☒ District/regional/BOCES–developed	District-developed Art grades K, 1, 2, 3, 4, 5, 6, 7, and 8 Benchmark Assessment
	Library grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,11,12	☒ District/regional/BOCES–developed	District-developed Art grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,11,12 Benchmark
	Challenge Enrichment	☒ District/regional/BOCES–developed	District-developed Art

	grades K, 1, 2, 3, 4, 5, 6, 7, and 8		grades K, 1, 2, 3, 4, 5, 6, 7, and 8 Benchmark Assessment
	Family and Consumer Science grades 6,7,8	☒ District/regional/BOCES–developed	District-developed Family and Consumer Science grades 6,7,8 Benchmark Assessment
	Technology Education grades 6,7,8	☒ District/regional/BOCES–developed	District-developed Technology Education grades 6,7,8 Benchmark Assessment
	Band, Orchestra and Vocal Music grades K, 3, 4, 5, 6, 7, and 8	☒ District/regional/BOCES–developed	District-developed Band, Orchestra and Vocal Music grades K, 3, 4, 5, 6, 7, and 8 Benchmark Assessment
	Reading grades K, 1, 2, 3, 4, 5, 6, 7, 8	☒ District/regional/BOCES–developed	District-developed Reading grades K, 1, 2, 3, 4, 5, 6, 7, 8Benchmark Assessment
	AIS ELA grades 6, 7, 8	☒ District/regional/BOCES–developed	District-developed AIS ELA grades 6, 7, 8 Benchmark Assessment
	AIS Math grades 6, 7, 8	☒ District/regional/BOCES–developed	District-developed AIS Math grades 6, 7, 8 Benchmark Assessment
	ELL Teacher Services for ELA and/or Math grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12	☒ District/regional/BOCES–developed	District-developed ELL Teacher Services for ELA and/or Math grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 Benchmark Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.	All staff will be required to identify a percentage of their students to improve their pre-assessment score by the average acceptable growth in performance for comparable students in their class, building or across the district. See attached tables. After the teacher has completed the Population, Learning Content, Interval of Instructional Time, Evidence, Baseline, and Target Fields in the SLO template, the teacher will conference with their Principal and review for approval. Based on the approved goal, the Principal will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached tables.
Effective (9 - 17 points) Results meet District goals for similar students.	Achieving the goal will equate to 11 points. See attached tables.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached tables.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached tables.

PRINCIPAL CONVERSION CHART – 60% OTHER MEASURES

	Category	Conversion for 60% Other Measures Score
Ineffective 0-42		
1		0
1.1		7
1.2		14
1.3		21
1.4		28
1.5		35
1.6		42
Developing 43-51		
1.7		43
1.8		44
1.9		45
2		46
2.1		47
2.2		48
2.3		49
2.4		50
2.5		51
2.6		51.3
Effective 52-56		
2.7		51.7
2.8		52.3
2.9		52.7
3.0		53.3
3.1		53.7
3.2		54.3
3.3		54.7
3.4		55.3
3.5		55.7
3.6		56
Highly Effective 57-60		
3.7		57
3.8		58
3.9		59
4		60

Principal HEDI Local Measure of Student Achievement – 15 Points

Goal Setting:

Identify the percent of students (or percent of a given subgroup in the building) that will achieve proficiency on the exit exam for a given course in a grade level (building or district).

Or, for the High School Principal, identify the percent of students that will earn (insert number) of credits by the end of the (insert a grade level).

Decision-Making Chart for Goal Setting

Using the verified class roster(s) of students, the teacher and principal, as well as, principal and his/her evaluator, will use the chart for identifying the percent of students that will achieve a goal.
To Use:

1) Find the % SWD and % ELL.
2) Find the % Poverty.
3) Use the lowest % Goal identified between the two.

% SWD and/or % ELL	% GOAL	% Poverty
NO SWD or ELL	80%	29% or less
29% to 1%	75%	30 to 59%
30 to 39%	70%	60 to 69%
40 to 49%	65%	70 to 79%
50 to 59%	60%	80 to 89%
60 to 74%	55%	90 to 99%
75% or greater	50%	100%

Examples:

Ex #1: 80% of students in the building's fourth grade cohort will achieve 50% or higher on the District-developed Fourth Grade End of the Year ELA Benchmark at Calvin Coolidge School.

Ex #2: 75% of students in the fourth grade across the district will achieve 65% or higher on the District-developed Fourth Grade End of the Year ELA Benchmark.

Ex#3: 50% of students with disabilities in grades K, 1, 2 , 3 ,4 , and 5 at Calvin Coolidge will achieve 50% or higher on the District-developed ELA End of the Year ELA Benchmark.

80% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15
0-17%	18-34%	35-37%	38%	39-40%	41%	42-54%	55-58%	59-62%	63-66%	67-71%	72-75%	76-79%	**80-89%**	90-96%	97-100%

75% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15
0-15%	16-31%	32-34%	35-38%	39-43%	44-47%	48-50%	51-54%	55-58%	59-62%	63-66%	67-70%	71-74%	**75-83%**	84-96%	97-100%

70% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15
0-	14-28%	29-	32-	36-39%	40-	44-	47-	51-	55-	59-61%	62-	66-	**70-**	81-97%	98-100%

13%		31%	35%		43%	46%	50%	54%	58%		65%	69%	**80%**		

65% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15
0-12%	13-25%	26-28%	29-32%	33-36%	37-40%	41-42%	43-46%	47-50%	51-53%	54-57%	58-60%	61-64%	**65-78%**	79-96%	97-100%

60% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15
0-11%	12-22%	23-25%	26-29%	30-32%	33-36%	37-39%	40-42%	43-45%	46-49%	50-52%	53-56%	57-59%	**60-76%**	77%-97%	98-100%

55% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15
0-9%	10-19%	20-22%	23-25%	26-29%	30-32%	33-35%	36-38%	39-41%	42-44%	45-48%	49-51%	52-54%	**55-73%**	74-95%	96%100

50% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15
0-7%	8-16%	17-19%	20-22%	23-26%	27-29%	30-31%	32-34%	35-37%	38-40%	41-43%	44-46%	47-49%	**50-74%**	75-95%	96-100%

*When calculating the percent of students who achieved the goal, round to the nearest whole number. Greater or equal to .5 round up/ Less than .5 round down.

Principal Improvement Plan

If based on evaluations and observations completed in accordance with Section 30-2 of the Rules of the Board of Regents, Rules and Regulations the Administration of the Binghamton City School District determines that a principal needs to be placed on a principal improvement plan based on the composite score determination of being identified as either a Developing or Ineffective Principal: 1) The principal will be notified, in a personal conference and in writing 10 days prior to the start of the school year with every effort made to make the principal aware, as soon as all applicable information is available. 2) The option of having the Binghamton Administrator and Supervisor Association (BASA) involved as a partner in the development of an improvement plan shall be included with the initial notice to the principal. 3) All notices will be copied to the BASA President (See Appendix A).

The principal and the Superintendent/Superintendent designee will cooperatively develop a PIP, in accordance with the APPR model (See Appendix A). The principal at his/her sole discretion may avail himself or herself of the existing resources of the district during the development and/or implementation of the PIP. The principal and the BASA do not waive any contractual rights by participating in the intervention plan activities. The collaborative plan shall be signed by the principal and Superintendent/Superintendent designee. Timelines for completion of the plan shall be mutually agreed upon. All copies of all plans and all subsequent communications about such shall be filed with the BASA President.

Successful completion of the PIP by the principal will result in the principal being notified on the subsequent year's APPR form. Plans that are not successful may be just cause for an additional PIP for the following year, regardless of the composite score on the APPR. Two consecutive years of unsuccessful completion of the PIP may result in additional actions taken at the discretion of the Superintendent.

Appendix A: PIP Letter and Improvement Plan

Date

Inside Address

Dear ,

Based on evaluations and observations completed in accordance with Section 30-2 of the Rules of the Board of Regents, the Superintendent of the Binghamton City School district has determined that you need to be placed on a Principal Improvement Plan. In accordance with the approved APPR plan:

- I am notifying you in a personal conference and in writing ten (10) days prior to the start of the school year.
- You have the option of having the BASA involved as a partner in the development of an improvement plan.
- This notice will be copied to the BASA President and your personnel file.
- Your participation in this process is a requirement as a result of your rating as either Developing or In Need of Improvement on last year's APPR.

Should you have any further questions, please do not hesitate to contact me or the BASA President.

Sincerely,

Director of Personnel

CC: BASA President
CC: Personnel

Binghamton City School District
Principal Improvement Plan

Principal's Name:	**School:**
Grade and/Subject Area:	**School Year to Commence:**
Evaluator(s) Developing the Plan:	**APPR Effective Category:**

Briefly describe areas of strength the principal brings to the plan:

Briefly describe areas in need of improvement:

Note: Only state goals for which the principal has received a 1 or 2 overall category rating. Delete all areas not being addressed through this plan.

Goals	Action Steps (Provide detailed description)	Needed Support/Resources	Who is responsible for implementation and collection of evidence?	Expected dates of completion	Evidence of Goal being met
I. Shared Vision of Learning					
II. School Culture and Instructional Program					
III. Safe, Efficient, Effective Learning Environment					
IV. Community					
V. Integrity, Fairness, Ethics					
VI. Political, Social, Economic, Legal, Cultural Context					
State Growth Model/SLO					
Locally Selected Measure					

Strategies for Implementing the Plan:

_____ _____

Signature of Evaluator(s) **Date**

_____ _____

Signature of Principal **Date**

Teacher Conversion Chart for Other Measures

CONVERSION CHART – 60% OTHER MEASURES

	Category	Conversion for 60% Other Measures Score
Ineffective 0-49		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Teacher HEDI Local Measure of Student Achievement – 15 Points
For Core ELA and Math Teachers – grade 4 through 8

Goal Setting:

The district will assure that an Achievement Target is defined that is rigorous. Following are possible examples that might be set for a fourth grade teacher.

Decision-Making Chart for Goal Setting

Using the verified class roster(s) of students, the teacher and principal, as well as, principal and his/her evaluator, will use the chart for identifying the percent of students that will achieve a goal.
To Use:

1) Find the % SWD and % ELL.
2) Find the % Poverty.
3) Use the lowest % Goal identified between the two.

% SWD and/or % ELL	% GOAL	% Poverty
NO SWD or ELL	80%	29% or less
29% to 1%	75%	30 to 59%
30 to 39%	70%	60 to 69%
40 to 49%	65%	70 to 79%
50 to 59%	60%	80 to 89%
60 to 74%	55%	90 to 99%
75% or greater	50%	100%

Examples:

_____% of students (or name the subgroup) in _____ (insert teacher name/class and building) will achieve _____ proficiency on the _____ (insert name of summative assessment) .

Ex #1: 80% of students in Ms. Thompson's fourth grade class will achieve a score of 70% or higher on the District-developed Fourth Grade End of the Year ELA Benchmark.

Ex #2: 75% of students in the fourth grade at Calvin Coolidge will achieve a score of 60% or higher on the District-developed Fourth Grade End of the Year ELA Benchmark.

Ex#3: 50% of students with disabilities in Ms. Thompson's fourth grade class will achieve a score of 50% or higher on the District-developed Fourth Grade End of the Year ELA Benchmark.

80% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15
0-17%	18-34%	35-37%	38%	39-40%	41%	42-54%	55-58%	59-62%	63-66%	67-71%	72-75%	76-79%	**80-89%**	90-99%	100%

75% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15
0-15%	16-31%	32-34%	35-38%	39-43%	44-47%	48-50%	51-54%	55-58%	59-62%	63-66%	67-70%	71-74%	**75-83%**	84-96%	97-100%

70% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15
0-13%	14-28%	29-31%	32-35%	36-39%	40-43%	44-46%	47-50%	51-54%	55-58%	59-61%	62-65%	66-69%	**70-80%**	81-97%	98-100%

65% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15
0-12%	13-25%	26-28%	29-32%	33-36%	37-40%	41-42%	43-46%	47-50%	51-53%	54-57%	58-60%	61-64%	**65-78%**	79-96%	97-100%

60% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15
0-11%	12-22%	23-25%	26-29%	30-32%	33-36%	37-39%	40-42%	43-45%	46-49%	50-52%	53-56%	57-59%	**60-76%**	77%-97%	98-100%

55% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15
0-9%	10-19%	20-22%	23-25%	26-29%	30-32%	33-35%	36-38%	39-41%	42-44%	45-48%	49-51%	52-54%	**55-73%**	74-95%	96%100

50% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15
0-7%	8-16%	17-19%	20-22%	23-26%	27-29%	30-31%	32-34%	35-37%	38-40%	41-43%	44-46%	47-49%	**50-74%**	75-95%	96-100%

*When calculating the percent of students who achieved the goal, round to the nearest whole number. Greater or equal to .5 round up/ Less than .5 round down.

Teacher HEDI Local Measure of Student Achievement – 20 Points
For All Other Teachers

Goal Setting:

The district will assure that an Achievement Target is defined that is rigorous. Following are possible examples that might be set for a fourth grade teacher.

Decision-Making Chart for Goal Setting

Using the verified class roster(s) of students, the teacher and principal, as well as, principal and his/her evaluator, will use the chart for identifying the percent of students that will achieve a goal.
To Use:

1) Find the % SWD and % ELL.
2) Find the % Poverty.
3) Use the lowest % Goal identified between the two.

% SWD and/or % ELL	% GOAL	% Poverty
NO SWD or ELL	80%	29% or less
29% to 1%	75%	30 to 59%
30 to 39%	70%	60 to 69%
40 to 49%	65%	70 to 79%
50 to 59%	60%	80 to 89%
60 to 74%	55%	90 to 99%
75% or greater	50%	100%

Examples:

_____% of students (or name the subgroup) in _____ (insert teacher name/class and building) will achieve _____ proficiency on the _____ (insert name of summative assessment).

Ex #1: 80% of students in Ms. Thompson's fourth grade class will achieve a score of 70% or higher on the District-developed Fourth Grade End of the Year ELA Benchmark.

Ex #2: 75% of students in the fourth grade at Calvin Coolidge will achieve a score of 60% or higher on the District-developed Fourth Grade End of the Year ELA Benchmark.

Ex#3: 50% of students with disabilities in Ms. Thompson's fourth grade class will achieve a score of 50% or higher on the District-developed Fourth Grade End of the Year ELA Benchmark.

80% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15	16	17	18	19	20
0-17%	18-34%	35-37%	38-41%	42-45%	46-50%	51-54%	55-58%	59-62%	63-66%	67-70%	71-75%	76-79%	**80-82%**	83-85%	86-88%	89-90%	91-93%	94-96%	97-99%	100%

75% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15	16	17	18	19	20
0-15%	16-31%	32-34%	35-38%	39-42%	43-46%	47-50%	51-54%	55-58%	59-62%	63-66%	67-70%	71-74%	**75-78%**	79-81%	82-85%	86-88%	89-92%	93-95%	96-99%	100%

70% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15	16	17	18	19	20

0-13%	14-28%	29-31%	32-35%	36-39%	40-42%	43-46%	47-50%	51-54%	55-57%	58-61%	62-65%	66-69%	**70-73%**	74-78%	79-82%	83-86%	87-90%	91-95%	96-99%	100%

65% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15	16	17	18	19	20
0-12%	13-25%	26-28%	29-32%	33-35%	36-39%	40-42%	43-46%	47-49%	50-53%	54-57%	58-60%	61-64%	**65-69%**	70-74%	75-79%	80-84%	85-89%	90-94%	95-99%	100%

60% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15	16	17	18	19	20
0-11%	12-22%	23-25%	26-28%	29-32%	33-35%	36-38%	39-42%	43-45%	46-49%	50-52%	53-55%	56-59%	**60-65%**	66-70%	71-76%	77-82%	83-88%	89-93%	94-99%	100%

55% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15	16	17	18	19	20
0-9%	10-19%	20-22%	23-25%	26-28%	29-32%	33-35%	36-38%	39-41%	42-44%	45-47%	48-51%	52-54%	**55-60%**	61-67%	68-73%	74-80%	81-86%	87-93%	94-99%	100%

50% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15	16	17	18	19	20
0-7%	8-16%	17-19%	20-22%	23-25%	26-28%	29-31%	32-34%	35-37%	38-40%	41-43%	44-46%	47-49%	**50-56%**	57-63%	64-70%	71-78%	79-85%	86-92%	93-99%	100%

*When calculating the percent of students who achieved the goal, round to the nearest whole number. Greater or equal to .5 round up/ Less than .5 round down.

Student Learning Objectives – Growth Measure Charts 20 points

Goal Setting:

The district will assure that a Growth Target is defined that is rigorous. Following are possible examples that might be set for a fourth grade teacher.

Decision-Making Chart for Goal Setting

Using the verified class roster(s) of students, the teacher and principal, as well as, principal and his/her evaluator, will use the chart for identifying the percent of students that will achieve a goal.

To Use:

1) Find the % SWD and % ELL.
2) Find the % Poverty.
3) Use the lowest % Goal identified between the two.

% SWD and/or % ELL	% GOAL	% Poverty
NO SWD or ELL	80%	29% or less
29% to 1%	75%	30 to 59%
30 to 39%	70%	60 to 69%
40 to 49%	65%	70 to 79%
50 to 59%	60%	80 to 89%
60 to 74%	55%	90 to 99%
75% or greater	50%	100%

Examples:

EX #1: 80% of students in Ms. Thompson's 6th grade Science Course will increase their performance by the average number of percentage points gained by 6th grade students in Ms. Thompson's 6th grade course on the District-developed Science 6 End of the Year Assessment.

EX #2: 80% of students in Ms. Thompson's 6th grade Science Course will increase their performance by the average number of percentage points gained by 6th grade students at East Middle School on the District-developed Science 6 End of the Year Assessment.

SLO	**80%** of students in _____ (insert teacher name and subject area) will increase their performance by the average number of percentage points gained (by students in their class/building) from baseline to end of the year as measured by the (insert name of assessments).																			
INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	**11**	12	13	14	15	16	17	18	19	20
0-17%	18-34%	35-37%	38 – 42%	43-48%	49-53%	54-58%	59-63%	64-69%	70-74%	75-79%	**80% - 81%**	82-83%	84-86%	87-88%	89-90%	91-92%	93-95%	96-97%	98-99%	100%

SLO	**75%** of students in _____ (insert teacher name and subject area) will increase their performance by the average number of percentage points gained (by students in their class/building) from baseline to end of the year as measured by the (insert name of assessments).																			
INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	**11**	12	13	14	15	16	17	18	19	20
0-15%	16-31%	32-34%	35-39%	40-44%	45-49%	50-54%	55-59%	60-64%	65-69%	70-74%	**75-77%**	78-80%	81-82%	83-85%	86-88%	89-91%	92-93%	94-96%	97-99%	100%

SLO	**70%** of students in _____ (insert teacher name and subject area) will increase their performance by the average number of percentage points gained (by students in their class/building) from baseline to end of the year as measured by the (insert name of assessments).

INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	**11**	12	13	14	15	16	17	18	19	20
0-13%	14-28%	29-31%	32-36%	37-41%	42-45%	46-50%	51-55%	56-60%	61-64%	65-69%	**70-72%**	73-76%	77-79%	80-82%	83-86%	87-89%	90-92%	93-96%	97-99%	100%

SLO	**65%** of students in _____ (insert teacher name and subject area) will increase their performance by the average number of percentage points gained (by students in their class/building) from baseline to end of the year as measured by the (insert name of assessments).

INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	**11**	12	13	14	15	16	17	18	19	20
0-12%	13-25%	26-28%	29-33%	34-37%	38-42%	43-46%	47-51%	52-55%	56-60%	61-64%	**65-68%**	69-72%	73-76%	77-80%	81-83%	84-87%	88-91%	92-95%	96-99%	100%

SLO	**60%** of students in _____ (insert teacher name and subject area) will increase their performance by the average number of percentage points gained (by students in their class/building) from baseline to end of the year as measured by the (insert name of assessments).

INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	**11**	12	13	14	15	16	17	18	19	20
0-11%	12-22%	23-25%	26-29%	30-34%	35-38%	39-42%	43-46%	47-51%	52-55%	56-59%	**60-63%**	64-68%	69-72%	73-77%	78-81%	82-86%	87-90%	91-95%	96-99%	100%

SLO	**55%** of students in _____ (insert teacher name and subject area) will increase their performance by the average number of percentage points gained (by students in their class/building) from baseline to end of the year as measured by the (insert name of assessments).

INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	**11**	12	13	14	15	16	17	18	19	20
0-9%	10-19%	20-22%	23-26%	27-30%	31-34%	35-38%	39-42%	43-46%	47-50%	51-54%	**55-59%**	60-64%	65-69%	70-74%	75-79%	80-84%	85-89%	90-94%	95-99%	100%

SLO	**50%** of students in _____ (insert teacher name and subject area) will increase their performance by the average number of percentage points gained (by students in their class/building) from baseline to end of the year as measured by the (insert name of assessments).

INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	**11**	12	13	14	15	16	17	18	19	20
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-38%	39-42%	43-45%	46-49%	**50-55%**	56-60%	61-66%	67-71%	72-77%	78-82%	83-88%	89-93%	94-99%	100%

*When calculating the percent of students who achieved the goal, round to the nearest whole number. Greater or equal to .5 round up/ Less than .5 round down.

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 8/8/2012

Peggy J. Wozniak

Teachers Union President Signature: Date:

Candace Strauch 8/8/2012

Administrative Union President Signature: Date:

8/8/2012

Board of Education President Signature: Date: 8-8-2012