



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

Commissioner of Education
President of the University of the State of New York
89 Washington Avenue, Room 111
Albany, New York 12234

E-mail: commissioner@nysed.gov
Twitter: @JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

December 10, 2014

Revised

Dr. Marion Martinez, Superintendent
Binghamton City School District
164 Hawley Street
Binghamton, NY 13901

Dear Superintendent Martinez:

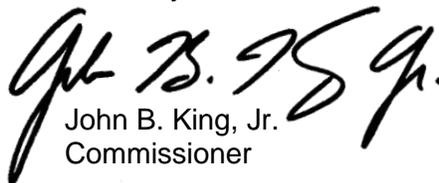
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Allen Buyck

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Wednesday, August 20, 2014

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 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) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Monday, November 03, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Binghamton City School District-developed K ELA Benchmark Assessment
1	District, regional, or BOCES-developed assessment	Binghamton City School District-developed 1st Grade ELA Benchmark Assessment
2	District, regional, or BOCES-developed assessment	Binghamton City School 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using historical data, teachers will make instructional decisions to achieve a minimum rigor expectation for growth target based on the performance of their classroom on the Post-Assessment for their course. Teachers will set targets for their goals and Principals will approve them.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached table.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Achieving the goal will equate to 14 points. See attached table.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached table.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached table.

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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Binghamton City School District-developed K Math Benchmark Assessment
1	District, regional, or BOCES-developed assessment	Binghamton City School District-developed 1st Grade Math Benchmark Assessment
2	District, regional, or BOCES-developed assessment	Binghamton City School 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using historical data, teachers will make instructional decisions to achieve a minimum rigor expectation for growth target goal based on the performance of their classroom on the Post-Assessment for their course. Teachers will set targets for their goals and Principals will approve them.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached table.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Achieving the goal will equate to 14 points. See attached table.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached table.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached table.

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	Binghamton City School District-developed 6th Grade Science Benchmark Assessment
7	District, regional or BOCES-developed assessment	Binghamton City School 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using historical data, teachers will make instructional decisions to achieve a minimum rigor expectation for growth target based on the performance of their classroom on the Post-Assessment for their course. Teachers will set targets for their goals and Principals will approve them.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached table.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Achieving the goal will equate to 14 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 table.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached table.

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	Binghamton City School District-developed 6th Grade Social Studies Benchmark Assessment
7	District, regional or BOCES-developed assessment	Binghamton City School District-developed 7th Grade Social Studies Benchmark Assessment
8	District, regional or BOCES-developed assessment	Binghamton City School 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Using historical data, teachers will make instructional decisions to achieve a minimum rigor expectation for growth target based
--	--

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	on the performance of their classroom on the Post-Assessment for their course. Teachers will set targets for their goals and Principals will approve them.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached table.
Effective (9 - 17 points) Results meet District goals for similar students.	Achieving the goal will equate to 14 points. See attached table.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached table.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached table.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	Comprehensive English, Living Environment, Global Studies, US History, and Integrated Algebra/Common Core Algebra Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using historical data, Global 2 and American History teachers will make instructional decisions to achieve a minimum rigor expectation for growth target on the Regents for their course. Using historical data, Global 1 teachers will make instructional decisions to achieve a minimum rigor expectation for growth building-wide goal based on the performance of the Comprehensive English, Living Environment, Global Studies, US History, and Integrated Algebra/Common Core Algebra Regents. For the purpose of APPR, the higher of the two scores for the Integrated Algebra/Common Core Algebra Regents will be used. The district will be administering the Comprehensive ELA exam so long as allowed by SED. Thereafter, we will administer the Common Core ELA Regents. Teachers will set the targets and Principals will approve them.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached table.
Effective (9 - 17 points) Results meet District goals for similar students.	Achieving the goal will equate to 14 points. See attached tables.

Developing (3 - 8 points) Results are below District goals for similar students.	See attached table.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached table.

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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using historical data, teachers will make instructional decisions to achieve a minimum rigor expectation for growth target based on the performance of their classroom on the Regents for their course. Teachers will set the target and Principals will approve them.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached table.
Effective (9 - 17 points) Results meet District goals for similar students.	Achieving the goal will equate to 14 points. See attached tables.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached table.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached table.

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using historical data, teachers will make instructional decisions to achieve a minimum rigor expectation for growth target goal based on the performance of their classroom on the Regents for their course. Teachers will set the target and Principals will approve them. For the purpose of APPR, the higher of the two scores for the Integrated Algebra/Common Core Algebra Regents will be used. The district will be administering both the Common Core Geometry and 2005 Geometry Regents so long as both are allowed. For the purposes of APPR, the higher of the two scores will be used.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached table.
Effective (9 - 17 points) Results meet District goals for similar students.	Achieving the goal will equate to 14 points. See attached tables.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached table.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached table.

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	Comprehensive English, Living Environment, Global Studies, US History, and Integrated Algebra/Common Core Algebra Regents
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	Comprehensive English, Living Environment, Global Studies, US History, and Integrated Algebra/Common Core Algebra Regents
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 measuring student growth on the assessments listed for this Task.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	Using historical data, Grade 9 and 10 ELA teachers will make instructional decisions to achieve a minimum rigor expectation for growth Building-wide target based on the performance of
--	---

2.11, below.

students on the Comprehensive English, Living Environment, Global Studies, US History, and Integrated Algebra/Common Core Algebra Regents. For the purpose of APPR, the higher of the two scores for the Integrated Algebra/Common Core Algebra Regents will be used.
Using historical data, Grade 11 ELA teachers will make instructional decisions to achieve a minimum rigor expectation for growth target goal based on the performance of students on the Comprehensive English Regents. The district will be administering the Comprehensive ELA exam so long as allowed by SED. Thereafter, we will administer the Common Core ELA Regents. Teachers will set the targets and the Principal will approve them.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached table.
Effective (9 - 17 points) Results meet District goals for similar students.	Achieving the goal will equate to 14 points. See attached table.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached table.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached table.

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". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 5th drop-down option applies to grades K-2.

Course(s) or Subject(s)	Option	Assessment
All other High School Courses	School/BOCES-wide/group/team results based on State	Comprehensive English, Living Environment, Global Studies, US History, and Integrated Algebra/Common Core Regents
All other K-8 Course as listed in upload	District, Regional or BOCES-developed	Binghamton City School District Developed Course Specific Post-Assessments
Teachers of ELA and Math who are not provided a State Growth Score	State Assessment	NYS 4-8 New York State Assessments in ELA and Math

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using historical data, all other 9-12 teachers will make instructional decisions to achieve a minimum rigor expectation for growth target goal based on the performance of students on the Comprehensive English, Living Environment, Global
---	--

Studies, US History, and Integrated Algebra/Common Core Regents. For APPR purposes, the higher of the two Integrated Algebra/Common Core Algebra Regents will be used. The district will be administering the Comprehensive ELA exam so long as allowed by SED. Thereafter, we will administer the Common Core ELA Regents. Using historical data, all other K-8 teacher will make instructional decisions to achieve a minimum rigor expectation for growth goal based on the Binghamton City School District developed post-assessment or state assessment for their course. Teachers will set the target and Principals will approve them.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached table.
Effective (9 - 17 points) Results meet District goals for similar students.	Achieving the goal will equate to 14 points. See attached table.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached table.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached table.

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/12186/1536649-avH4IQNZMh/Form_2_10_All_Other_Courses[1] SLO 20 points_2.docx

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/12186/1536649-TXEttx9bQW/Growth State SLO HEDI_2.docx

2.12) Locally Developed Controls

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

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

None.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
2.14) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
2.14) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, November 03, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Binghamton City School District-developed K through 5th ELA and K through 5th Math Post-Assessment
5	6(ii) School wide measure computed locally	Binghamton City School District-developed K through 5th ELA and K through 5th Math Post-Assessment
6	6(ii) School wide measure computed locally	Binghamton City School District-developed 6th through 8th grade ELA and 6th through 8th grade Math Post-Assessment
7	6(ii) School wide measure computed locally	Binghamton City School District-developed 6th through 8th grade ELA and 6th through 8th grade Math Post-Assessment
8	6(ii) School wide measure computed locally	Binghamton City School District-developed 6th through 8th grade ELA and 6th through 8th grade Math Post-Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Using historical data, teachers will make instructional decisions to achieve a Building-wide minimum rigor expectation for proficiency target. When identifying the percent of the school population that achieved the proficiency target, each of the exams scores will be included in the total number of exams. The
--	--

percent of exam scores that met or exceeded the proficiency target will be calculated. The resulting percent is held up to the HEDI table. Teachers in collaboration with Principals will define proficiency each school year.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table. We will be using Chart 3.13 until value-added is implemented.
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. We will be using Chart 3.13 until value-added is implemented.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table. We will be using Chart 3.13 until value-added is implemented.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table. We will be using Chart 3.13 until value-added is implemented.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	District-developed K through 5th ELA and K through 5th Math Post-Assessment
5	6(ii) School wide measure computed locally	District-developed K through 5th ELA and K through 5th Math Post-Assessment
6	6(ii) School wide measure computed locally	District-developed 6th through 8th grade ELA and 6th through 8th grade Math Post-Assessment
7	6(ii) School wide measure computed locally	District-developed 6th through 8th grade ELA and 6th through 8th grade Math Post-Assessment
8	6(ii) School wide measure computed locally	District-developed 6th through 8th grade ELA and 6th through 8th grade Math Post-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.	Using historical data, teachers will make instructional decisions to achieve a Building-wide minimum rigor expectation for proficiency target. When identifying the percent of the school population that achieved the proficiency target, each of the exam scores will be included in the total number of exams. The percent of exams scores that met or exceeded the proficiency target will be calculated. The resulting percent is held up to the HEDI table. Teachers in collaboration with Principals will define proficiency each school year.
--	---

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table. We will be using Chart 3.13 until value-added is implemented.
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 table. We will be using Chart 3.13 until value-added is implemented.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table. We will be using Chart 3.13 until value-added is implemented.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table. We will be using Chart 3.13 until value-added is implemented.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1536650-rhJdBgDruP/Teacher 15 point Local Achievement HEDI_2.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Binghamton City School District-developed K through 5th ELA and K through 5th Math Post-Assessment
1	6(ii) School-wide measure computed locally	Binghamton City School District-developed K through 5th ELA and K through 5th Math Post-Assessment
2	6(ii) School-wide measure computed locally	Binghamton City School District-developed K through 5th ELA and K through 5th Math Post-Assessment
3	6(ii) School-wide measure computed locally	Binghamton City School District-developed K through 5th ELA and K through 5th Math Post-Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using historical data, teachers will make instructional decisions to achieve a Building-wide minimum rigor expectation for proficiency target. When identifying the percent of the school population that achieved the proficiency target, each of the exam scores will be included in the total number of exams. The percent of exams scores that met or exceeded the proficiency target will be calculated. The resulting percent is held up to the HEDI table. Teachers in collaboration with Principals will define proficiency each school year.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Acheivement is aligned with 16 points. See attached table.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.

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

See attached table.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Binghamton City School District-developed K through 5th ELA and K through 5th Math Post-Assessment
1	6(ii) School-wide measure computed locally	Binghamton City School District-developed K through 5th ELA and K through 5th Math Post-Assessment
2	6(ii) School-wide measure computed locally	Binghamton City School District-developed K through 5th ELA and K through 5th Math Post-Assessment
3	6(ii) School-wide measure computed locally	Binghamton City School District-developed K through 5th ELA and K through 5th Math Post-Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using historical data, teachers will make instructional decisions to achieve a Building-wide minimum rigor expectation for proficiency target. When identifying the percent of the school population that achieved the proficiency target, each of the exam scores will be included in the total number of exams. The percent of exams scores that met or exceeded the proficiency target will be calculated. The resulting percent is held up to the HEDI table. Teachers in collaboration with Principals will define proficiency each school year.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Acheivement of goal is aligned to 16 points. See attached table.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Binghamton City School District-developed 6th through 8th grade ELA and 6th through 8th grade Math Post-Assessment
7	6(ii) School wide measure computed locally	Binghamton City School District-developed 6th through 8th grade ELA and 6th through 8th grade Math Post-Assessment
8	6(ii) School wide measure computed locally	Binghamton City School District-developed 6th through 8th grade ELA and 6th through 8th grade Math Post-Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using historical data, teachers will make instructional decisions to achieve a Building-wide minimum rigor expectation for proficiency target. When identifying the percent of the school population that achieved the proficiency target, each of the exam scores will be included in the total number of exams. The percent of exams scores that met or exceeded the proficiency target will be calculated. The resulting percent is held up to the HEDI table. Teachers in collaboration with Principals will define proficiency each school year.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement is aligned with 16 points. See attached table.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Binghamton City School District-developed 6th through 8th grade ELA and 6th through 8th grade Math Post-Assessment
7	6(ii) School wide measure computed locally	Binghamton City School District-developed 6th through 8th grade ELA and 6th through 8th grade Math Post-Assessment

8	6(ii) School wide measure computed locally	Binghamton City School District-developed 6th through 8th grade ELA and 6th through 8th grade Math Post-Assessment
---	--	--

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using historical data, teachers will make instructional decisions to achieve a Building-wide minimum rigor expectation for proficiency target. When identifying the percent of the school population that achieved the proficiency target, each of the exam scores will be included in the total number of exams. The percent of exam scores that met or exceeded the proficiency target will be calculated. The resulting percent is held up to the HEDI table. Teachers in collaboration with Principals will define proficiency each school year.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement is aligned with 16 points. See attached table.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Comprehensive English and Integrated Algebra/Common Core Algebra Regents exams
Global 2	6(ii) School wide measure computed locally	Comprehensive English and Integrated Algebra/Common Core Algebra Regents exams
American History	6(ii) School wide measure computed locally	Comprehensive English and Integrated Algebra/Common Core Algebra Regents exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using historical data, teachers will make instructional decisions to achieve a Building-wide minimum rigor expectation for proficiency target. When identifying the percent of the school population that achieved the proficiency target, each of the exam scores will be included in the total number of exams. The percent of exam scores that met or exceeded the proficiency target will be calculated. For APPR purposes, the higher of the two Integrated Algebra/Common Core Algebra Regents will be used. We will administer the comprehensive ELA so long as allowed by SED. Thereafter, we will administer the Common Core ELA. The resulting percent is held up to the HEDI table. Teachers in collaboration with Principals will define proficiency each school year.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement is aligned to 16 points. See attached table.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Comprehensive English and Integrated Algebra/Common Core Algebra Regents exams
Earth Science	6(ii) School wide measure computed locally	Comprehensive English and Integrated Algebra/Common Core Algebra Regents exams
Chemistry	6(ii) School wide measure computed locally	Comprehensive English and Integrated Algebra/Common Core Algebra Regents exams
Physics	6(ii) School wide measure computed locally	Comprehensive English and Integrated Algebra/Common Core Algebra Regents exams

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using historical data, teachers will make instructional decisions to achieve a Building-wide minimum rigor expectation for proficiency target. When identifying the percent of the school population that achieved the proficiency target, each of the exam scores will be included in the total number of exams. The percent of exam scores that met or exceeded the proficiency target will be calculated. For APPR purposes, the higher of the two Integrated Algebra/Common Core Algebra Regents will be used. We will administer the comprehensive ELA so long as allowed by SED. Thereafter, we will administer the Common Core ELA. The resulting percent is held up to the HEDI table. Teachers in collaboration with Principals will define proficiency each school year.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement is aligned to 16 points. See attached tables.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Comprehensive English and Integrated Algebra/Common Core Algebra Regents exams
Geometry	6(ii) School wide measure computed locally	Comprehensive English and Integrated Algebra/Common Core Algebra Regents exams
Algebra 2	6(ii) School wide measure computed locally	Comprehensive English and Integrated Algebra/Common Core Algebra Regents exams

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using historical data, teachers will make instructional decisions to achieve a Building-wide proficiency target. When identifying the percent of the school population that achieved the proficiency target, each of the exam scores will be included in the total number of exams. For APPR purposes, the higher of the two Integrated Algebra/Common Core Algebra Regents will be used. We will administer the comprehensive ELA so long as allowed by SED. Thereafter, we will administer the Common Core ELA. The percent of exams scores that met or exceeded the proficiency target will be calculated. The resulting percent is held up to the HEDI table. Teachers in collaboration with Principals will define proficiency each school year.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement is aligned with 16 points. See attached table.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Comprehensive English and Integrated Algebra/Common Core Algebra Regents exams
Grade 10 ELA	6(ii) School wide measure computed locally	Comprehensive English and Integrated Algebra/Common Core Algebra Regents exams
Grade 11 ELA	6(ii) School wide measure computed locally	Comprehensive English and Integrated Algebra/Common Core Algebra Regents exams

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Using historical data, teachers will make instructional decisions to achieve a Building-wide minimum rigor expectation for
--	--

subcomponent. If needed, you may upload a table or graphic at 3.13, below.

proficiency target. When identifying the percent of the school population that achieved the proficiency target, each of the exam scores will be included in the total number of exams. For APPR purposes, the higher of the two Integrated Algebra/Common Core Algebra Regents will be used. We will administer the comprehensive ELA so long as allowed by SED. Thereafter, we will administer the Common Core ELA. The percent of exams scores that met or exceeded the proficiency target will be calculated. The resulting percent is held up to the HEDI table. Teachers in collaboration with Principals will define proficiency each school year.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement is aligned with 16 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 table.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.

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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All Other High School Courses	6(ii) School wide measure computed locally	Comprehensive English and Integrated Algebra/Common Core Algebra Regents exams
All Other K-8 Courses	6(ii) School wide measure computed locally	Binghamton City School District-developed K through 8th grade ELA and K through 8th grade Math Post-Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using historical data, teachers will make instructional decisions to achieve a Building-wide minimum rigor expectation for proficiency target. When identifying the percent of the school population that achieved the proficiency target, each of the exam scores will be included in the total number of exams. For
---	---

APPR purposes, the higher of the two Integrated Algebra/Common Core Algebra Regents will be used. We will administer the comprehensive ELA so long as allowed by SED. Thereafter, we will administer the Common Core ELA. The percent of exams scores that met or exceeded the proficiency target will be calculated. The resulting percent is held up to the HEDI table. Teachers in collaboration with Principals will define proficiency each school year.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See attached table.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement is aligned to 16 points. See attached table.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1536650-y92vNseFa4/Local Achievement HEDI.docx

3.14) Locally Developed Controls

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

None.

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.

Only one measure will be set, resulting in a single subcomponent HEDI category.

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
3.16) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
3.16) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, November 06, 2014

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.)

4.1) Teacher Practice Rubric Rubric	NYSTCE Framework for the Observation of Effective Teaching
---------------------------------------	--

Second Rubric, if applicable	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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	48
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
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, label accordingly, and combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Each of the Domains in the NYSTCE Framework for the Observation of Effective Teaching - Pearson Rubric must be evidenced annually. Domain ratings for the NYSTCE rubrics are scored holistically based on evidence observed over the course of the year. Evaluators shall check each Domain as a HEDI score of 4/Highly Effective (consistently), 3/Effective (often), 2/Developing (sometimes), 1/Ineffective (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/12179/1536651-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 57 to 60 points for achieving a weighted average rubric score of 3.7 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 52 to 56 points for achieving a weighted average rubric score of 2.7 to 3.6 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 43 to 51 points for achieving a weighted average rubric score of 1.7 to 2.6 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 42 points for achieving a weighted average rubric score of 1 to 1.6 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	57-60
Effective	52-56
Developing	43-51
Ineffective	0-42

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

Formal/Long	1
Informal/Short	1
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

Formal/Long	1
Informal/Short	1
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 Tuesday, April 30, 2013

Updated Friday, October 17, 2014

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.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

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

Overall
Composite Score

Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Wednesday, November 12, 2014

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/12193/1536653-Df0w3Xx5v6/BCSD TIP_1_2.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 of Lead Evaluators and Evaluators and Certification of Lead Evaluators

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

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. The trainings will cover the 9 elements in Regents rules 30-2.9(b). Following is a description, with anticipated outcomes of each session:

Part I 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 reliability training will occur annually with all administrators as they participate in district administrative training on

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 Tuesday, April 30, 2013

Updated Thursday, November 06, 2014

Page 1

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

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

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

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

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

K-5
6-8
9-12

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

Please check the boxes below:

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

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results. Additional SLOs will then be set based on grades/subjects with State assessments, where applicable. If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, required if one exists
 District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms
 List of State-approved 3rd party assessments

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

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-5	State assessment	NYS 3-5 ELA and Math Assessments
6-8	State assessment	NYS 6-8 ELA and Math Assessments
9-12	State assessment	9-12 Integrated Algebra/Common Core and Comprehensive ELA and other applicable Regents

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	If the State provides growth scores for the grades K-5, 6-8, and 9-12 principals, and such scores represent less than 30% of the students supervised by that principal, the district will set SLOs for the largest courses in the building until at least 30% of students are covered. Where such courses end in a State
--	--

assessment, that assessment will be used with the SLO. The State-provided growth scores will then be weighted proportionately with the SLO results for the final HEDI score for the principals. Principals in collaboration with the Superintendent will set Minimum Rigor Expectation for growth targets using historical data. HEDI points will be awarded based on the percentage of students meeting or exceeding the targets. The district will administer the Comprehensive ELA Regents so long as allowed by SED and only the Common Core Regents thereafter. The higher of the two Algebra scores will be used for APPR purposes.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See attached table.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached table. Acheiving the goal will equate to 14 points on the HEDI scale.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached table.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See attached table.

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/12156/1536654-lha0DogRNw/PRincipal Growth State SLO HEDI_1.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

(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://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, November 03, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Binghamton City School District-developed K through 5th grade ELA and MATH Post Assessments
6-8	(d) measures used by district for teacher evaluation	Binghamton City School District-developed 6th through 8th grade ELA and MATH Post Assessments
9-12	(d) measures used by district for teacher evaluation	Comprehensive English and Integrated Algebra/Common Core Algebra Regents

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Using historical data, Principals will make instructional decisions to achieve a Building-wide minimum rigor expectation for proficiency target. When identifying the percent of the school population that achieved the proficiency target, each of the exam scores will be included in the total number of exams. For the purposes of APPR, the higher of the two Integrated Algebra/Common Core Algebra exam will be used. We will be administering the Comprehensive ELA so long as allowed by NYSED and Common Core ELA thereafter. The percent of exam scores that met or exceeded the proficiency target will be calculated. The resulting percent is held up to the HEDI table. Principals in collaboration with the Superintendent will set the proficiency target each year.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table. We will be using the 20 point HEDI table until value-added is implemented.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table. The goal percentage is set at a point value of 13; 16 before value added is implemented. We will be using the 20 point HEDI table until value-added is implemented.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table. We will be using the 20 point HEDI table until value-added is implemented.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table. We will be using the 20 point HEDI table until value-added is implemented.

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

(No response)

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

assets/survey-uploads/12190/1536655-qBFVOW7fC/Principal Local Achievement HEDI_1.docx

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

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school

with high school grades

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	NA
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

None.

8.4) Principals with More Than One Locally Selected Measure

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

Only one measure will be set, resulting in a single subcomponent HEDI category.

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
8.5) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
8.5) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, November 06, 2014

Page 1

9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
---	---

Second rubric (if applicable)	(No response)
-------------------------------	---------------

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

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 dimensions within the framework to result in a signal score. A final score for each dimension will be awarded at the end of the year based on evidence from multiple observations.

1. Determine the rating for each dimension under each of the 6 Domains, including the additional Other Goal Setting domain, which would be combined with Domain 6, 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 on uploaded paged entitled "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 uploaded paged entitled "PRACTICE RUBRIC - CONVERSION CHART"). This converted score will be the principal's score for the "other measures" portion of the APPR.

Standard rounding rules will apply. In no case will rounding result in movement to a higher HEDI range.

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

assets/survey-uploads/12205/1536656-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 Tuesday, April 30, 2013

Updated Friday, October 17, 2014

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

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

Overall
Composite Score

Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Wednesday, October 29, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/1536658-Df0w3Xx5v6/96027388-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 Administrators and Supervisors 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 of Lead Evaluators and Evaluators and Certification of Lead Evaluators

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

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.

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

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

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

ESSENTIAL OUTCOMES: The LEAD EVALUATOR TRAINING FOR PRINCIPALS (Parts I, II and III) 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. Inter-rater agreement is completed annually as district-led professional development, with the support from BT BOCES, when available. 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

Created Tuesday, April 30, 2013

Updated Tuesday, November 25, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/1536659-3Uqgn5g9Iu/Signature Page for 2014-2015 APPR BCSD.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 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
	Middle School French I, II	<input checked="" type="checkbox"/> District/regional/BOCES–developed	Binghamton City School District-developed French I, II Assessment
	Middle School Spanish I, II	<input checked="" type="checkbox"/> District/regional/BOCES–developed	Binghamton City School District Spanish I, II Assessment
	Middle School American Sign Language I, II	<input checked="" type="checkbox"/> District/regional/BOCES–developed	Binghamton City School District-developed American Sign Language I, II Assessment
	Middle School Mandarin Chinese I, II	<input checked="" type="checkbox"/> District/regional/BOCES–developed	Binghamton City School District-developed Mandarin Chinese I, II Assessment
	Health grades 6,7,8,	<input checked="" type="checkbox"/> District/regional/BOCES–developed	Binghamton City School District-developed Health grades 6,7,8, Post Assessment
	Physical Education grades K, 1, 2, 3, 4, 5, 6, 7, and 8	<input checked="" type="checkbox"/> District/regional/BOCES–developed	Binghamton City School District-developed Physical Education grades K, 1, 2, 3, 4, 5, 6, 7, and 8 Post Assessment
	Music grades K, 1, 2,	<input checked="" type="checkbox"/> District/regional/BOCES–developed	Binghamton City School District-

3, 4, 5, 6, 7, and 8		developed Music grades K, 1, 2, 3, 4, 5, 6, 7, and 8 Post Assessment
Art grades K, 1, 2, 3, 4, 5, 6, 7, and 8	<input checked="" type="checkbox"/> District/regional/BOCES–developed	Binghamton City School District-developed Art grades K, 1, 2, 3, 4, 5, 6, 7, and 8 Post Assessment
Library grades K, 1, 2, 3, 4, 5, 6, 7, 8,	<input checked="" type="checkbox"/> District/regional/BOCES–developed	Binghamton City School District-developed Library grades K, 1, 2, 3, 4, 5, 6, 7, 8, Post Assessment
Challenge Enrichment grades K, 1, 2, 3, 4, 5, 6, 7, and 8	<input checked="" type="checkbox"/> District/regional/BOCES–developed	Binghamton City School District-developed Challenge Enrichment grades K, 1, 2, 3, 4, 5, 6, 7, and 8 Post Assessment
Family and Consumer Science grades 6,7,8	<input checked="" type="checkbox"/> District/regional/BOCES–developed	Binghamton City School District-developed Family and Consumer Science grades 6,7,8 Post Assessment
Technology Education grades 6,7,8	<input checked="" type="checkbox"/> District/regional/BOCES–developed	Binghamton City School District-developed Technology Education grades 6,7,8 Post Assessment
Band, Orchestra and Vocal Music grades K, 3, 4, 5, 6, 7, and 8	<input checked="" type="checkbox"/> District/regional/BOCES–developed	Binghamton City School District-developed Band, Orchestra and Vocal Music grades K, 3, 4, 5, 6, 7, and 8 Post Assessment

Literacy grades K, 1, 2, 3, 4, 5, 6, 7, 8	<input checked="" type="checkbox"/> District/regional/BOCES–developed	Binghamton City School District-developed Reading grades K, 1, 2, 3, 4, 5, 6, 7, 8 Post Assessment
Literacy grades K, 1, 2, 3, 4, 5 – Small Group Instruction	<input checked="" type="checkbox"/> District/regional/BOCES–developed	Binghamton City School District-developed Reading grades K, 1, 2, 3, 4, 5 – Small Group Instruction Post Assessment
AIS ELA grades 6, 7, 8	<input checked="" type="checkbox"/> District/regional/BOCES–developed	District-developed AIS ELA grades 6, 7, 8 Post Assessment
AIS Math grades K,1,2,3,4,5,6, 7, 8	<input checked="" type="checkbox"/> District/regional/BOCES–developed	District-developed AIS Math grades K,1,2,3,4,5,6, 7, 8 Post Assessment
Direct Consultant Teaching-Special Education	<input checked="" type="checkbox"/> District/regional/BOCES–developed	District-developed DCT post assessment
ELL Teacher Intervention Services for ELA and/or Math grades K, 1, 2, 3, 4, 5, 6, 7, 8	<input checked="" type="checkbox"/> District/regional/BOCES–developed	District-developed ELL Teacher Services for ELA and/or Math grades K, 1, 2, 3, 4, 5, 6, 7, 8 Assessment
ELL Teacher Services	<input checked="" type="checkbox"/> State Assessment	NYSESTATE
Special Education – Alternative Assessed Students	<input checked="" type="checkbox"/> State Assessment	NYSAA

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	Using historical data, all other K-8 teacher will make instructional decisions to achieve a minimum rigor
---	---

categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.	expectation for growth goal based on the Binghamton City School District developed post-assessment or state assessment for their course. Teachers will set the target and Principals will approve them.
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 14 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.

State/Growth Goal Setting (Building-wide or Individual):

1. Identify the **Minimum Rigor Expectation for Growth Target** based on Historical data.

a. K-12: Individual Goals

The historical data to be used will be either: the prior year’s post-assessment average for the course or the prior year’s post-assessment average for the students currently enrolled in the course for a like course. (i.e., a 7th grade Science Teacher could use last year’s post-assessment scores for all students or last year’s average on the 6th grade Science Post-Assessment for the current year’s students.

Note: Those subjects with state tests will still receive a State/Growth score or use data from the state test results.

b. 9-12: Building-wide Goal

The historical data to be used would be the previous year’s combined average score on Comprehensive English, Living Environment, Global Studies, US History, and Integrated Algebra/Common Core Algebra Regents exams.

Note: For the purposes of APPR, the higher of the two exams Integrated Algebra/Common Core Algebra will be used. Those subjects with Regents exams will use the process identified above for K-8.

2. To identify the HEDI score, the percent of students who achieved or exceeded the minimum rigor expectation for growth target would be calculated. The percent of students who achieve the score is mapped to a HEDI value as noted in the chart below.

State SLO	K-8 & 9-12 Regents: The minimum rigor expectation for growth target for all students in my course(s) will be _____.																			
	9-12: The minimum rigor expectation for growth target for all students at BHS on the Comprehensive English, Living Environment, Global Studies, US History, and Integrated Algebra/Common Core Algebra Regents exams will be _____.																			
	HEDI Chart below indicates the percent of the students who achieve the minimum rigor expectation for growth target.																			
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	1-5%	6-10%	11-14%	15-18%	19-22%	23-26%	27-30%	31-34%	35-36%	37-38%	39-41%	42-45%	46-49%	50-56%	57-62%	63-69%	70-76%	77-87%	88-98%	99-100%

Local Achievement Goal Setting (Building-wide Goal) – 15 points:

1. Identify the minimum rigor expectation for **Proficiency Target** based on Historical data. The Historical data to be used will be the building’s prior year’s combined post-assessment average for all students in the building on the Core ELA and Math post-assessments K-5 or 6-8.
2. To identify the HEDI score, the percent of students who achieved or exceeded the proficiency target would be calculated. The percent of students who achieve the score is mapped to a HEDI value as noted in the chart below.

LOCAL	K-8: The minimum rigor expectation for proficiency target for all students in the building on the Core ELA and Math will be _____.														
	HEDI Chart below indicates the percent of the students who achieve the minimum rigor expectation for proficiency target.														
INEFFECTIVE			DEVELOPING					EFFECTIVE					Highly EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0	1-2%	3%-4%	5-10%	11-16%	17-22%	23-28%	29-34%	35-37%	38-40%	41-43%	44-46%	47-49%	50 to 79%	80-89%	90-100%

Local Achievement Goal Setting (Building-wide Goal):

1. Identify the minimum rigor expectation for **Proficiency Target** based on Historical data. The Historical data to be used will be the building’s prior year’s combined post-assessment average for all students in the building on the Core ELA and Math post-assessments K-5 or 6-8; or, for the High School, identify the building’s prior year’s combined assessment average for all students in the building on the Comprehensive ELA and Integrated Algebra/Common Core Algebra Regents exams.

Note: For APPR purposes, the higher of the two Integrated Algebra/Common Core Algebra Regents will be used.

2. To identify the HEDI score, the percent of students who achieved or exceeded the proficiency target would be calculated. The percent of students who achieve the score is mapped to a HEDI value as noted in the chart below.

LOCAL	K-8: The minimum rigor expectation for proficiency target for all students in the building on the Core ELA and Math will be _____.																			
	9-12: The minimum rigor expectation for proficiency target for all students at BHS on the Comprehensive ELA and Integrated Algebra/Common Core Algebra will be _____.																			
	HEDI Chart below indicates the percent of the students who achieve the minimum rigor expectation for proficiency target.																			
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	1-5%	6%-10%	11-14%	15-18%	19-21%	22-25%	26-29%	30-34%	35-36%	37-38%	39-40%	41-42%	43-44%	45-46%	47-49%	50-53%	54-57%	58-78%	79-99%	100%

TEACHER CONVERSION CHART – 60% OTHER MEASURES

Point Value from 1 to 4	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
Effective 52-56		
2.7		52
2.8		52
2.9		53
3.0		53
3.1		54
3.2		54
3.3		55
3.4		55
3.5		56
3.6		56
Highly Effective 57-60		
3.7		57
3.8		58
3.9		59
4		60

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 and according to the requirements of 30-2 of the Regents rules, and 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. The TIP will be issued and implemented within 10 days of the start school year following the year in which the developing or ineffective rating was received. 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 copied 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 or 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

State/Growth Goal Setting (Building-wide or Individual):

1. Identify the **Minimum Rigor Expectation for Growth Target** based on Historical data.

a. K-8: Building-wide Goals

The historical data to be used will be either: the prior year’s post-assessment average for the course or the prior year’s post-assessment average for the students currently enrolled in the course for a like course.

Note: Those subjects with state tests will still receive a State/Growth score or use data from the state test results.

b. 9-12: Building-wide Goal

The historical data to be used would be the previous year’s combined average score on Comprehensive English and Integrated Algebra/Common Core Algebra Regents exams. In the event that the Principals score does not cover 30% of the population, the historical data to be used would be the previous year’s results of the Regents with the next highest student population. That data would then be used to set a minimum rigor expectation.

Note: For the purposes of APPR, the higher of the two exams Integrated Algebra/Common Core Algebra will be used. Those subjects with Regents exams will use the process identified above for K-8.

2. To identify the HEDI score, the percent of students who achieved or exceeded the minimum rigor expectation for growth target would be calculated. The percent of students who achieve the score is mapped to a HEDI value as noted in the chart below.

State SLO	K-8 & 9-12 Regents: The minimum rigor expectation for growth target for all students in my buidling will be _____.																			
	HEDI Chart below indicates the percent of the students who achieve the minimum rigor expectation for growth target.																			
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	1- 5%	6- 10%	11- 14%	15- 18%	19- 22%	23- 26%	27- 30%	31- 34%	35- 36%	37 - 38%	39- 41%	42- 45%	46- 49%	50- 56%	57- 62%	63- 69%	70- 76%	77- 87%	88- 98%	99- 100%

Local Achievement Goal Setting (Building-wide Goal):

1. Identify the minimum rigor expectation for **Proficiency Target** based on Historical data. The Historical data to be used will be the building's prior year's combined post-assessment average for all students in the building on the Core ELA and Math post-assessments K-5 or 6-8; or, for the High School, identify the building's prior year's combined assessment average for all students in the building on the Comprehensive ELA and Integrated Algebra Regents/Common Core Algebra exams.

NOTE: For APPR purposes, the higher of the two Integrated Algebra/Common Core Algebra Regents will be used.

2. To identify the HEDI score, the percent of students who achieved or exceeded the proficiency target would be calculated. The percent of students who achieve the score is mapped to a HEDI value as noted in the chart below.

We will be using the 20 point HEDI chart until value-added is implemented.

LOCAL	K-8: The minimum rigor expectation for proficiency target for all students in the building on the Core ELA and Math will be _____.																			
	9-12: The minimum rigor expectation for proficiency target for all students at BHS on the Comprehensive ELA and Integrated Algebra/Common Core Algebra will be _____.																			
	HEDI Chart below indicates the percent of the students who achieve the minimum rigor expectation for proficiency target.																			
	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	1-5%	6%-10%	11-14%	15-18%	19-21%	22-25%	26-29%	30-34%	35-36%	37-38%	39-40%	41-42%	43-44%	45-46%	47-49%	50-53%	54-57%	58-78%	79-99%	100%

LOCAL	K-8: The minimum rigor expectation for proficiency target for all students in the building on the Core ELA and Math will be _____.														
	9-12: The minimum rigor expectation for proficiency target for all students at BHS on the Comprehensive ELA and Integrated Algebra/Common Core Algebra will be _____.														
	HEDI Chart below indicates the percent of the students who achieve the minimum rigor expectation for proficiency target.														
	INEFFECTIVE			DEVELOPING					EFFECTIVE						Highly EFFECTIVE
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0	1-2%	3%-4%	5-10%	11-16%	17-22%	23-28%	29-34%	35-37%	38-40%	41-43%	44-46%	47-49%	50 to 79%	80-89%	90-100%

PRINCIPAL CONVERSION CHART – 60% OTHER MEASURES

Point Value from 1 to 4	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
Effective 52-56		
2.7		52
2.8		52
2.9		53
3.0		53
3.1		54
3.2		54
3.3		55
3.4		55
3.5		56
3.6		56
Highly Effective 57-60		
3.7		57
3.8		58
3.9		59
4		60

PRACTICE RUBRIC - WEIGHTING OF POINTS

						Principals - Weighted Value
Domain 1: Shared Vision of Learning					Average	
a. Culture	4	3	2	1		Average of scores received in Domain 1 x .13
b. Sustainability	4	3	2	1		
Domain 2: School Culture & Instructional Program						
a. Culture	4	3	2	1		Average of scores received in Domain 2 x .27
b. Instructional Program	4	3	2	1		
c. Capacity Building	4	3	2	1		
d. Sustainability	4	3	2	1		
e. Strategic, Planning Process	4	3	2	1		
Domain 3: Safe, Efficient, Effective Learning Environment						
a. Capacity Building	4	3	2	1		Average of scores received in Domain 3 x .23
b. Culture	4	3	2	1		
c. Sustainability	4	3	2	1		
d. Instructional Program	4	3	2	1		
Domain 4: Community						
a. Strategic Planning Process: Inquiry	4	3	2	1		Average of scores received in Domain 4 x .11
b. Culture	4	3	2	1		
c. Sustainability	4	3	2	1		
Domain 5: Integrity, Fairness, Ethics						
a. Sustainability	4	3	2	1		Average of scores received in Domain 5 x .07
b. Culture	4	3	2	1		
Domain 6: Political, Social, Economic, Legal & Cultural Context (includes Other Goal Setting Domain)						
a. Sustainability	4	3	2	1		Average of scores received in Domain 6 x .19
b. Culture	4	3	2	1		
c. Uncovering Goals (align, Define)	4	3	2	1		
d. Strategic Planning (Prioritize, Strategize)	4	3	2	1		
e. Taking Action (Mobilize, Monitor, Refine)	4	3	2	1		
f. Evaluating Attainment (Document, Next Steps)	4	3	2	1		

Total out of possible 4

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. The PIP will be issued and implemented within 10 days of the start of the school year following the year in which the developing or ineffective rating was received.

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

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

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

The school district or BOCES 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 Teacher Improvement Plan (TIP) or Principal Improvement Plan (PIP), in accordance with all applicable statutes and 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 all applicable statutes and regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the statute and regulations and that they provide for the timely and expeditious resolution of an appeal

- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations 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
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Signatures, dates

Superintendent Signature: Date:

11/24/14

Maurice D. Martin

Teachers Union President Signature: Date:

11/18/14

Linda Dwyer

Administrative Union President Signature: Date:

11/13/14

MAE

Board of Education President Signature: Date:

11/18/14

D. Hampton

For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature: Date:

Dr. M. Martin *11/24/14*