



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

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Acting Commissioner of Education  
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May 6, 2015

**Revised**

Dr. Charles Dedrick, Superintendent  
Capital Region BOCES  
900 Watervliet-Shaker Road  
Albany, NY 12205

Dear Superintendent Dedrick:

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,

Elizabeth R. Berlin  
Acting Commissioner

Attachment

**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 Wednesday, January 07, 2015

Updated Friday, January 09, 2015

## 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 : 019000000000

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

019000000000

#### 1.2) School District Name: CAPITAL REGION BOCES

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

Albany-Schoharie-Schenectady-Saratoga Board of Cooperative Education Services

#### 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: 01/07/2015

Last updated: 03/25/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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#### **STATE-PROVIDED MEASURES OF STUDENT GROWTH**

##### **(25 points with an approved value-added measure)**

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

While most teachers of 4-8 Common Branch, ELA and Math will have State-provided measures, some may teach other courses 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:

Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
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 3<sup>rd</sup> 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 3<sup>rd</sup> 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	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	STAR Early Literacy Enterprise
1	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	STAR Early Literacy Enterprise
2	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	STAR Early Literacy Enterprise

	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.	SLO's will be developed by teachers with principal approval, the same assessment will be used across grade level within programs. Individual student targets will be set based on the baseline data of the students assigned to the teacher in order to ensure student growth (with Lead Evaluator approval).
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See table 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See table 2.11

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See table 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See table 2.11

### 2.3) Grades K-3 Math

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. 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	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	STAR MATH Enterprise
1	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	STAR MATH Enterprise
2	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	STAR MATH Enterprise

	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.	SLO's will be developed by teachers with principal approval, the same assessment will be used across grade level within programs. Individual student targets will be set based on the baseline data of the students assigned to the teacher in order to ensure student growth (with Lead Evaluator approval).
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See table 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See table 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See table 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See table 2.11

### 2.4) Grades 6-8 Science

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

	Science	Assessment
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6	Not applicable	Not applicable
7	Not applicable	Not applicable

	Science	Assessment
8	Not applicable	Not applicable

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.	Grades 6-8 Science are self-contained Special Education Classrooms. See 2.10 for HEDI Descriptions.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Not applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Not applicable

## 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	Not applicable	Not applicable
7	Not applicable	Not applicable
8	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grades 6-8 Social Studies are self-contained Special Education Classrooms. See 2.10 for HEDI Descriptions.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable

## 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	Not applicable	Not Applicable

	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.	SLO's will be developed by teachers with principal approval, the same assessment will be used across grade level within programs. Individual student targets will be set based on the baseline data of the students assigned to the teacher in order to ensure student growth (with Lead Evaluator approval).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See table 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See table 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See table 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See table 2.11

## 2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Not applicable	Not applicable
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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.	SLO's will be developed by teachers with principal approval, the same assessment will be used across grade level within programs. Individual student targets will be set based on the baseline data of the students assigned to the teacher in order to ensure student growth (with Lead Evaluator approval).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See table 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See table 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See table 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See table 2.11

## 2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1 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.	SLO's will be developed by teachers with principal approval, the same assessment will be used across grade level within programs. Individual student targets will be set based on the baseline data of the students assigned to the teacher in order to ensure student growth (with Lead Evaluator approval). If a student is in a course aligned to 2005 standards, a regents exam aligned to those standards will be administered. If a student is in a course aligned to common core standards, a regents exam aligned to those standards will be administered. In situations which students sit for both the 2005 and Common Core aligned exams, the higher of the two scores will be used in calculating the teacher's growth measure (as allowed by the NYSED).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See table 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See table 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See table 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See table 2.11

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	STAR Reading Enterprise
Grade 10 ELA	State approved 3rd party assessment	STAR Reading Enterprise
Grade 11 ELA	Regents assessment	Regents assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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 in addition to the Common Core English Regents, or just the latter, 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.	SLO's will be developed by teachers with principal approval, the same assessment will be used across grade level within programs. Individual student targets will be set based on the baseline data of the students assigned to the teacher in order to ensure student growth (with Lead Evaluator approval). If a student is in a course aligned to 2005 standards, a regents exam aligned to those standards will be administered. If a student is in a course aligned to common core standards, a regents exam aligned to those standards will be administered. In situations which students sit for both the 2005 and Common Core aligned exams, the higher of the two scores will be used in calculating the teacher's growth measure (as allowed by the NYSED).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See table 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See table 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See table 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See table 2.11

## 2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above". 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 2<sup>nd</sup> drop-down option applies to grades 3 and above and the 5<sup>th</sup> drop-down option applies to grades K-2.

	Course(s) or Subject(s)	Option	Assessment
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(No response)

## 2.11) HEDI Tables or Graphics

For questions 2.2 through 2.10 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/2381701-TXEttx9bQW/2-11 HEDI Growth.pdf>

## 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.

(No response)

## 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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked
Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked

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
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
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
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: 01/08/2015

Last updated: 04/07/2015

For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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#### **Locally Selected Measures of Student Achievement or Growth**

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

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

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

Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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#### **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 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> 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	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise
5	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise
6	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise
7	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise
8	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise

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.	Based on the baseline data and subsequent goals for student achievement, the teachers and lead evaluators will set a BOCES-wide, division specific target. All HEDI criteria for targets must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13

### 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	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise
5	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise
6	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise
7	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise
8	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise

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.	Based on the baseline data and subsequent goals for student achievement, the teachers and lead evaluators will set a BOCES-wide, division specific target. All HEDI criteria for targets must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13

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

See table 3.13

### 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.

(No response)

### 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 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> 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	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise
1	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise
2	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise
3	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise

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.	Based on the baseline data and subsequent goals for student achievement, the teachers and lead evaluators will set a BOCES-wide, division specific target. All HEDI criteria for targets must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13

### 3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. 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	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise
1	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise

2	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise
3	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise

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.	Based on the baseline data and subsequent goals for student achievement, the teachers and lead evaluators will set a BOCES-wide, division specific target. All HEDI criteria for targets must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13

### 3.6) Grades 6-8 Science

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Grades 6-8 Science are self-contained special education classrooms. See 3.12 for HEDI descriptions.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

### 3.7) Grades 6-8 Social Studies

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

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

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.	Grades 6-8 Social Studies are self-contained special education classrooms. See 3.12 for HEDI descriptions.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

### 3.8) 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	Not applicable	Not Applicable
Global 2	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise
American History	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise

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.	Based on the baseline data and subsequent goals for student achievement, the teachers and lead evaluators will set a BOCES-wide, division specific target. All HEDI criteria for targets must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise
Earth Science	Not applicable	Not applicable
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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.	Based on the baseline data and subsequent goals for student achievement, the teachers and lead evaluators will set a BOCES-wide, division specific target. All HEDI criteria for targets must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise
Geometry	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise
Algebra 2	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise

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, 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 3.13, below.	Based on the baseline data and subsequent goals for student achievement, the teachers and lead evaluators will set a BOCES-wide, division-specific target. All HEDI criteria for targets must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise
Grade 10 ELA	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise
Grade 11 ELA	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise & STAR Math Enterprise

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 in addition to the Common Core English Regents, 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 3.13, below.	Based on the baseline data and subsequent goals for student achievement, the teachers and lead evaluators will set a BOCES-wide, division-specific target. All HEDI criteria for targets must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13

### 3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. 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
	Career & Technical Education	6(ii) School wide measure computed locally	Regionally developed, course-specific CTE assessments

	All other K-2 courses not listed above (Special Education)	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading & STAR Math Enterprise
	All other 3-12 courses not listed above (Special Education)	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading & STAR Math Enterprise
	English as a Second Language (ESL Specialists)	6(ii) School wide measure computed locally	NYSESLAT
	Non-tested subjects (Special Education)	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading & STAR Math Enterprise

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.	Based on the baseline data and subsequent goals for student achievement, the teachers and lead evaluators will set a BOCES-wide, division-specific target. All HEDI criteria for targets must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See table 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table 3.13

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

(No response)

**3.13) HEDI Tables or Graphics**

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/2386177-y92vNseFa4/3-13 HEDI Local Teachers 4115.pdf>

### 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.

n/a

### 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.

n/a

### 3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
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
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
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
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
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

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 Thursday, January 08, 2015

Updated Friday, February 20, 2015

## 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	Danielson's Framework for Teaching
---------------------------------------	------------------------------------

Second Rubric, if applicable	Not Applicable
------------------------------	----------------

### 4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	
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	

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)
[SurveyTools.4] My Student Survey, LLC's Survey of Teacher Practice (STeP) survey for use in grades 3-12	(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.

Points for determining HEDI ranges will be based on points assigned to each domain from the Danielson 2007 rubric, which will be used during each of the two observations. Each domain will be worth a possible 4 points. Sub-components within each domain are rated according to the following: Unsatisfactory = Ineffective, Basic = Developing, Proficient = Effective, and Distinguished = Highly Effective. Each rating category corresponds to a numerical point value:

- Unsatisfactory = Ineffective 1 point
- Basic = Developing 2 points
- Proficient = Effective 3 points
- Distinguished = Highly Effective 4 points

The domain scores will then be an average of the subcomponent scores. Next the domain scores will be averaged with the scheduled observation worth 40% and the unannounced observation worth 60%. The conversion from points earned to the HEDI range utilizes

the NYSUT suggested ranges. It is possible for a teacher to receive any of the possible points in the 60 point range from 0 to 60, scores will be rounded to the nearest whole number. The specific conversion is detailed in the attached tables and charts. The average rubric score listed on the attached chart is the minimum value required to receive the corresponding HEDI score. Normal rounding rules will apply, but will not result in movement to a different HEDI category (as specified by the NYSED).

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/12179/2395863-eka9yMJ855/Other Measures.pdf

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.	Please see attached file.
Effective: Overall performance and results meet NYS Teaching Standards.	Please see attached file.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Please see attached file.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Please see attached file.

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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 Thursday, January 08, 2015

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

## 6. Additional Requirements - Teachers

Created: 01/08/2015

Last updated: 04/01/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Teacher Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### Page 1

#### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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
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.

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12193/2396073-Df0w3Xx5v6/Teacher\\_Improvement\\_Plan\\_4115.pdf](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12193/2396073-Df0w3Xx5v6/Teacher_Improvement_Plan_4115.pdf)

#### 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:

##### Capital Region BOCES APPR Appeals Process

1 Only tenured teachers who receive a rating of "ineffective" and "developing" on their Annual Professional Performance Review ("APPR") may appeal their APPR through the procedure herein. Ratings of "effective" and "highly effective" may not be appealed. A teacher may file only one appeal from a single APPR. Those eligible for an appeal shall simply be referred to as "teacher" below.

Probationary teachers may not file appeals through the procedure herein or any other procedure but may submit a written response which shall be filed with the APPR. "APPR" and "evaluation" are used interchangeably herein. "Business days" as used herein shall be defined as those days other than weekends and declared holidays, that the BOCES' Central Administration Office is open.

2 Within three (3) business days of the receipt of a teacher's APPR, the teacher may request in writing to meet with the evaluating administrator. This meeting shall occur within three (3) business days of the teacher's request. The purpose of such meeting is for the teacher and evaluating administrator to discuss possible changes to the evaluation based upon information provided by the teacher. The evaluating administrator shall advise the teacher in writing whether there will be any change in the evaluation either at the meeting or within two (2) business days of the meeting. In the case of TIP appeals, teachers have three (3) business days from the BOCES failure to issue or implement a term of the TIP, to file an appeal.

3 A teacher has ten (10) business days from receipt of the APPR or, if applicable, five (5) business days from receipt of the evaluating administrator's response in paragraph "2" above, to submit a written appeal to the District Superintendent setting forth any and all objections to the APPR. An appeal of an APPR must be based only upon one or more of the following grounds:

- a. the substance of the annual professional performance review;
- b. the BOCES' adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;
- c. the BOCES' adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures; and,
- d. the BOCES' failure to issue and/or implement the terms of a Teacher Improvement Plan, where required under Education Law Section 3012-c.

The written appeal document must clearly identify the grounds for appeal, and shall explain, in detail, why and how the APPR should be modified. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim. The burden of establishing that the APPR should be modified shall rest with the teacher.

4 The District Superintendent, or designee, will inform the evaluating administrator and the Faculty Association President that the teacher has initiated the appeals process. The District Superintendent will provide a copy of the appeal and the evaluation to the evaluating administrator, Faculty Association President, and the Appeals Committee ("Committee", see below) within three (3) business days of receipt of the appeal from the evaluated teacher.

The evaluating administrator may, at his/her option, provide a written response to the appeal within three (3) business days of receipt of the District Superintendent's notification that an appeal has been filed. If a response is submitted, it must be submitted to the District Superintendent, appealing teacher, Faculty Association President, and to the Appeals Committee for its consideration of the appeal.

5 Appeals shall be referred for consideration to an APPR Appeals Committee ("Committee"), a standing committee made up of two tenured administrators from within the BOCES appointed by the District Superintendent, and two tenured teachers from within the BOCES appointed by the President of the Faculty Association. Members shall be appointed for a term of three years and all members shall be required to complete the training required of lead evaluators under the APPR regulations. All APPR training expenses shall be paid by the BOCES. Appointments and/or replacements to the Committee will be completed by the Faculty Association and the BOCES, no later than ten (10) school days after the start of the school year. Any Committee vacancies shall be filled under the above procedure. The Committee shall determine its own rules and operating procedures, which may be altered as the Committee may deem necessary to hear any appeal.

6 An individual teacher or administrator personally involved in an evaluation shall be ineligible to serve as a Committee member for that specific appeal. Should this occur, the appealing teacher shall have the option of:

- a. having the appeal considered by one administrator and one teacher from the Committee; or,
- b. having a substitute appointed to replace the ineligible Committee member for that specific appeal only. If necessary, a substitute administrator shall be appointed by the District Superintendent. If necessary, a substitute teacher shall be appointed by the Faculty Association President. Substitutes to the Committee shall be appointed within three (3) business days. Lead evaluator training shall not be required for any substitute(s) appointed.

7 The Committee will convene within ten (10) calendar days of receipt from the District Superintendent of the written appeal. The teacher's written appeal, APPR, and evaluating administrator's response (if any) shall comprise the record on appeal. Members of the Committee will receive the appeal record at least 48 hours in advance of the scheduled meeting.

8 All Committee deliberations will be conducted privately and remain confidential except as is required below to further process an appeal:

- a. The Committee will evaluate the merits of the appeal based on review of submitted written documentation.
- b. If the Committee comes to unanimous agreement in its decision on the appeal, a single written determination shall be prepared and issued. This determination shall be provided to the appealing teacher, evaluating administrator, Faculty Association President, and the District Superintendent within two (2) calendar days of the meeting of the Committee.
- c. If the Committee does not come to unanimous agreement in its decision on the appeal, each member of the Committee (individually or jointly with another member) may submit within three (3) calendar days of the Committee's meeting a written statement describing his or her conclusions, justifications, and recommendation for disposition of the appeal. Any Committee member statements submitted shall not be disclosed to either the appealing teacher or evaluating administrator. Any Committee member statements, along with the full record of the appeal, shall be submitted to the District Superintendent who will review all statements and the record on appeal and will make the final determination. This final determination shall be in writing and shall be issued within ten (10) calendar days of the Superintendent's receipt of the full record of the appeal including written Committee member statements, if any. Copies of this final determination shall be provided to the appealing teacher, evaluating administrator, District Superintendent and Faculty Association President. This decision shall be final and there shall be no further appeal available.
- d. A copy of the APPR, the teacher's appeal, and the final written determination (District Superintendent or Committee or the two educators) shall be placed in the teacher's personnel file. A complete copy of the record on appeal, including any Committee Member statements, shall be separately maintained in a file in the District Superintendent's office.

9 The determination (by either the Committee or the Superintendent) shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, in whole or in part, the Committee or the Superintendent may modify a rating. Such modified rating would be the rating used to determine possible disciplinary action pursuant to the expedited hearing process of Education Law Section 3020-a. Notwithstanding the above, a composite score shall be reported for each teacher.

10 The determination of the appeal pursuant to the above process is final and binding. It is not subject to any further appeal pursuant to the contractual grievance procedure, or to any administrative or judicial tribunal. However, the failure of either the BOCES or the Faculty Association to abide by the above agreed upon process shall be subject to the grievance procedure set forth in the parties' collective bargaining agreement.

#### **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.

The Capital Region BOCES provides training to our administrators and teachers. The training is turn-key training based on best practices in supervision and evaluation. The training includes all of the 9 elements mandated by 30-2 of rules of the Board of Regents and will occur on an on-going basis and may include weekday, weekend and summer sessions, with a minimum of one-day per school year:

1. New York State Teaching Standards and Leadership Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile and VA Growth Model data
4. Application and use of the State-approved teacher or principal rubrics
5. Application and use of any assessment tools used to evaluate teachers and principals
6. Application and use of State-approved locally selected measures of student achievement
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used to evaluate teachers and principals
9. Specific considerations in evaluating teachers and principals of ELLs and students with disabilities

Lead evaluators will certify and re-certify with the process approved by the Capital Region BOCES Board of education on an annual basis. All lead evaluators will complete additional training provided by the network team each school year which will include activities to ensure inter-rater reliability in order to maintain their certification as lead evaluators. The District Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:	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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
---	---------

### 6.6) Assurances -- Teachers

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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: 01/08/2015

Last updated: 04/07/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

## 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 Special Education
	6-8 Special Education
	9-12 Special Education
	K-12 Special Education Alternate Assessment Program
	9-12 Career & Technical Education
	(No response)
	(No response)

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

Please check the boxes below:

Assure that the value-added growth score(s) provided by NYSED will be used, where applicable	Checked
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 3<sup>rd</sup> 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
	See attached		See attached

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.	See attached
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See attached
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See attached

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/2396307-lha0DogRNw/7-3 SLO Growth Principals 4715.pdf>

#### 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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .	Checked
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
Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
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

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 Thursday, January 08, 2015

Updated Sunday, February 22, 2015

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## 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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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 Special Education	(d) measures used by district for teacher evaluation	Star Early Literacy Enterprise, STAR Reading Enterprise, STAR Math Enterprise
6-8 Special Education	(d) measures used by district for teacher evaluation	STAR Reading Enterprise, STAR Math Enterprise
6-12 Special Education	(d) measures used by district for teacher evaluation	STAR Reading Enterprise, STAR Math Enterprise
K-12 Special Education Alternate Assessment Program	(d) measures used by district for teacher evaluation	Star Early Literacy Enterprise, STAR Reading Enterprise, STAR Math Enterprise

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.	Based on the baseline data and subsequent goals for student achievement, the principals and their supervisors will set a BOCES-wide target. All HEDI criteria for targets must be based on the district expectations as determined by the scoring band chart attached and described below. The 20 point conversion chart listed in 8.2 will be used until value added is implemented.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart 8.1

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Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See chart 8.1

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

See chart 8.1

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/12190/2396495-qBFVOWF7fC/HEDI Local 15 Principals.pdf

## 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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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
K-5 Special Education	(d) measures used by district for teacher evaluation	Star Early Literacy Enterprise, STAR Reading Enterprise, STAR Math Enterprise
6-8 Special Education	(d) measures used by district for teacher evaluation	STAR Reading Enterprise, STAR Math Enterprise
6-12 Special Education	(d) measures used by district for teacher evaluation	STAR Reading Enterprise, STAR Math Enterprise
K-12 Special Education Alternate Assessment Program	(d) measures used by district for teacher evaluation	Star Early Literacy Enterprise, STAR Reading Enterprise, STAR Math Enterprise
9-12 Career & Technical Education	(d) measures used by district for teacher evaluation	Regionally developed, course-specific CTE Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Based on the baseline data and subsequent goals for student achievement, the principals and their supervisors will set a BOCES-wide target. All HEDI criteria for targets must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart 8.1
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart 8.1
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	See chart 8.1

grade/subject.

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

(No response)

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

assets/survey-uploads/12190/2396495-T8MIGWUVm1/8-1 HEDI Local Principals.pdf

### 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.

(No response)

### 8.4) Principals with More Than One Locally Selected Measure

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

(No response)

### 8.5) Assurances

Please check all of the boxes below:

8.5) Assurances   Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances   Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances   Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances   Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances   Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances   If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check

8.5) Assurances   Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
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 Thursday, January 08, 2015

Updated Sunday, February 22, 2015

## 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
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Second rubric (if applicable)	(No response)
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### 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
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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 MPPR Multidimensional rubric shall be used for as the basis for the 60 "Other" points allocated to measures of leadership and management for principal evaluation. The Multidimensional Principal Performance Rubric (MPPR) will be used to assess all 60 points of the other measures of effectiveness for the principal. The principal's performance for the year will be assessed according to the six rubric domains, equally weighted which will yield a final average on the rubric from 1-4 points. This overall rubric score will be compiled by scoring the subcomponents of each domain across multiple school visits on a 1- 4 scale. The average of these subcomponent scores will be the domain score from 1- 4. The average of all 6 domain scores will result in an overall rubric score of 1- 4 that rubric will convert to a 0 to 60 point HEDI score using the conversion chart uploaded below. The final average on the MPPR rubric will be converted into 60 points. A total average rubric score from 1.0 - 1.4 will be in the ineffective range, converting to from 0-49 points out of 60. A final average rubric score of 1.5 - 2.4 will be in the developing range, converting to from 50-56 points out of 60. A final average rubric score of 2.5 - 3.4 will be in the effective range, converting to from 57-58 points out of 60. A final average rubric score of 3.5 - 4.0 will be in the highly effective range, converting to from 59-60 points out of 60. The conversion from the MPPR rubric score to 0 to 60 points is shown on the attached chart. The evaluator's assessment shall be based on a least 2 visits of 30 minutes or more to the school while in session; one visit will be announced. The agenda and the date for the announced visit will be mutually agreed to between the evaluator and principal. One or more additional visit(s) will be unannounced. The unannounced visits will occur after the announced visit. All visits that are part of the evaluation process will be documented with written and oral feedback. Visits are to be completed no later than April 30. Additional sources of information for consideration in applying the rubric shall be:

- a. School documents related to components of the rubric. These shall be provided to the lead evaluator by May 31.
- b. The evaluator shall consider the following discussions and reviews in assessing performance of the principal in leadership and management: 1.)The principal and evaluator shall conduct a discussion based on available accountability measures no later than January 15; including identification of actions to be taken to address evidence of success, and resources to be made available to the principal and building. 2.) No later than May 31, the principal and evaluator shall meet to review the related initiatives and actions of the principal over the year as well as the availability and use of BOCES provided resources.

Principals will be provided training in use of the MPPR Multi-dimensional Rubric and training as lead evaluators for teachers using their selected rubric.

Process for assigning points is detailed in the following upload - Principal HEDI Scoring for Other Measures.pdf

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

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

Highly Effective: Overall performance and results exceed standards.	A final average rubric score of 3.5 - 4.0 will be in the highly effective range, converting to from 59-60 points out of 60. The conversion from the MPPR rubric score to HEDI points is shown on the attached chart. The rubric scores listed on the conversion chart are the minimum scores needed to earn the corresponding HEDI points.
Effective: Overall performance and results meet standards.	A final average rubric score of 2.5 - 3.4 will be in the effective range, converting to from 57-58 points out of 60. The conversion from the MPPR rubric score to HEDI points is shown on the attached chart.
Developing: Overall performance and results need improvement in order to meet standards.	A final average rubric score of 1.5 - 2.4 will be in the developing range, converting to from 50-56 points out of 60. The conversion from the MPPR rubric score HEDI points is shown on the attached chart.
Ineffective: Overall performance and results do not meet standards.	A total average rubric score from 1.0 - 1.4 will be in the ineffective range, converting to from 0-49 points out of 60. The conversion from the MPPR rubric score to HEDI points is shown on the attached chart.

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### Probationary Principals

By supervisor	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 Friday, January 09, 2015

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

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

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

Overall  
Composite Score

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

Effective  
10-21  
8-13  
75-90

Developing  
3-9  
3-7  
65-74

Ineffective  
0-2  
0-2  
0-64

# 11. Additional Requirements - Principals

Created: 01/09/2015

Last updated: 04/07/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Principal Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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
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.

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12168/2396615-Df0w3Xx5v6/Principal Improvement Plan.pdf](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12168/2396615-Df0w3Xx5v6/Principal%20Improvement%20Plan.pdf)

### 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:

Appeals are limited to those identified by Education Law §3012-c, as follows:

1. The substance of the annual professional performance review;
- (2) The BOCES adherence to the standards and methodologies required for such reviews;

- (3) The adherence to the Commissioner's regulations, as applicable to such reviews;
- (4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (5) The governing body's issuance and/or implementation of the terms of the principal improvement plan.

#### RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews may be brought for ineffective and developing ratings or any rating to which compensation is connected. An appeal may only be initiated once a principal receives the overall composite score and rating.

#### PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

#### TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.

An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives his/her final annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, the appeal must be filed within fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time may be given in extenuating circumstances an appeal may be granted by the Superintendent upon written request. In no case will this extension not result in a timely and expeditious appeal process.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the BOCES upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

#### TIME FRAME FOR GOVERNING BODY RESPONSE

Within ten (10) business days of receipt of an appeal, the BOCES must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the evaluator in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the BOCES, and all additional information submitted with the response, at the same time the response is filed. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

#### DECISION PROCESS FOR APPEAL

Within five (5) business days of the BOCES response, a panel of three (3) reviewers shall be chosen. The President of the PAO shall select one reviewer; the Superintendent shall select one reviewer, and they shall mutually agree on the third member. The parties agree

that:

- a. The hearing panel shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the panel is selected unless a mutually agreed upon alternative date is established.
- b. The hearing shall be conducted in no more than one business day unless extenuating circumstances cause both parties to agree to a second day.
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;
- d. The governing body shall have the opportunity to present its case supporting the rating or improvement plan, and then the principal may refute the presentation. These presentations may include the presentation of material, and/or affidavits in lieu of testimony.

#### DECISION

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final and binding administrative decision. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The panel must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

#### EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

#### OTHER

1. The governing body and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon reviewers.
2. The cost of the hearing shall be the responsibility of the governing body.
3. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file an notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
4. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

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

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

The Capital Region BOCES provides training to our principals and all lead evaluators based on best practices in supervision and evaluation. The training includes all of the 9 state-prescribed components and will occur on an on-going basis and may include weekday, weekend and summer sessions, with a minimum of one-day per school year:

1. ISLLC 2008 Leadership Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile and VA growth Model data

4. Application and use of the State-approved Multidimensional Principal Performance Rubrics
5. Application and use of any assessment tools used to evaluate principals
6. Application and use of State-approved locally selected measures of student achievement
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used to evaluate principals
9. Specific considerations in evaluating principals of ELLs and students with disabilities

Additionally, the training includes support for making the APPR system manageable, including: State-determined district-wide student growth goal setting process (Student Learning Objectives), effective supervisory visits and feedback, soliciting structured feedback from constituent groups, reviewing school documents, records, state accountability processes and other measures, principal contribution to teacher effectiveness, and using the Multidimensional Principal Performance Rubric. The goal was and continues to be to provide training that will help lead evaluators and supervisors of principals help principals expectations of the Regents Reform Agenda. The training included activities to ensure inter-rater reliability.

The Capital Region BOCES principals and lead evaluators have and will continue to participate in on-going training that will include activities to ensure inter-rater reliability in order to enhance their evaluation skills and maintain their certification as principal evaluators.

The Capital Region BOCES District Superintendent will ensure that all evaluators have been trained and that all lead evaluators have been certified in accordance with regulation and the Capital Region BOCES Board requirements. The Capital Region BOCES District Superintendent will ensure that lead evaluators participate in on-going training and are re-certified on an annual basis. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

As a result of completion of the training, the District Superintendent makes a recommendation to the Board to certify the lead evaluators. All lead evaluators will complete additional training each school year which will include activities to ensure inter-rater reliability in order to be re-certified as lead evaluators.

### 11.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:	Checked
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(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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
---	---------

**11.6) Assurances -- Principals**

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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: 01/09/2015

Last updated: 04/23/2015

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### 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.

[https%3A/NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/2396637-3Uqgn5g9lu/img20150423\\_11574622.pdf](https%3A/NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/2396637-3Uqgn5g9lu/img20150423_11574622.pdf)

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#### 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.

**Chart 2.11**  
**Capital Region BOCES**  
**HEDI Scale for Growth Teachers**

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>SLO's will be developed by teachers with principal approval, the same assessment will be used across grade level within programs. Individual student targets will be set based on the baseline data of the students assigned to the teacher in order to ensure student growth (with Lead Evaluator approval as allowed by the NYSED).</p>
<p>HIGHLY EFFECTIVE</p>	<p>A teacher will be rated highly effective if 86% or greater of his/her students meet the target. See scale at 2.11.</p>
<p>EFFECTIVE</p>	<p>A teacher will be rated effective if 53% to 85% of his/her students meet the target. See scale at 2.11.</p>
<p>DEVELOPING</p>	<p>A teacher will be rated developing if 23% to 52% of his/her students meet the growth. See scale at 2.11.</p>
<p>INEFFECTIVE</p>	<p>A teacher will be rated ineffective if 0% to 22% of his/her students meet the target. See scale at 2.11.</p>

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
>94%	90-94%	86-89%	84-85%	82-83%	80-81%	78-79%	73-77%	68-72%	63-67%	58-62%	53-57%	48-52%	43-47%	38-42%	33-37%	28-32%	23-27%	14-22%	7-13%	<7%

**CAPITAL REGION BOCES  
 LOCALLY SELECTED MEASURE SCORING for TEACHERS  
 (All grades/subjects)  
 Chart 3.13**

**15 POINT SCALE**

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
>92%	86-92%	83-85%	76-82%	71-75%	65-70%	59-64%	53-58%	47-52%	39-46%	33-38%	28-32%	23-27%	14-22%	1-13%	0%

\*HEDI Scores will be based on all students within a division who take an assessment

**CAPITAL REGION BOCES  
 LOCALLY SELECTED MEASURE SCORING for TEACHERS  
 (All grades/subjects)  
 Chart 3.13**

**20 POINT SCALE**

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
>94%	90-94%	86-89%	84-85%	82-83%	80-81%	78-79%	73-77%	68-72%	63-67%	58-62%	53-57%	48-52%	43-47%	38-42%	33-37%	28-32%	23-27%	14-22%	7-13%	<7%

\*HEDI Scores will be based on all students within a division who take an assessment

Capital Region BOCES  
Other Measures HEDI  
Teacher Rubric Scoring & Conversion Scale

**Danielson 2007 Rubric**

<b>Danielson Performance Level</b>	<b>SED Performance Level</b>	<b>POINTS</b> Assigned by Evaluator to each subcomponent
Unsatisfactory	Ineffective	1
Basic	Developing	2
Proficient	Effective	3
Distinguished	Highly Effective	4

<b>Assessment of teacher effectiveness</b>	<b>Observation/ Evidence</b>	<b>Observation # 1 – Scheduled 40%</b>	<b>Observation # 2- Unannounced 60%</b>
<b>Domain Scores</b>	<b>Average Domain Score</b> (Score for domain from observation # 1 x 40% plus score for domain from observation # 2 x 60%)	Domain Score based on average of subcomponent scores	Domain Score based on average of subcomponent scores
Domain 1 Planning and Preparation			
Domain 2 The Classroom Environment			
Domain 3 Instruction			
Domain 4 Professional Responsibilities			
<b>Total Points</b> (Maximum 16 per Evaluation)			
Total Points / 4 = Average Other Measures Score			
HEDI Rating (from conversion chart)			

HEDI Scoring From Rubric Conversion Chart (below)

<b>Level</b>	<b>Overall rubric average score</b> (scores rounded from .000 to .0)	<b>60 point distribution for composite</b>
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

## Rubric Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
<b>Ineffective 0-49</b>		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49

<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
<b>Effective 57-58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

**CAPITAL REGION BOCES Teacher Improvement Plan**

Area of Needed Improvement (refer to specific domains)	Tasks/Activities to Support or Document Improvement	Time Frame (start of TIP, interim check ins and final review)	Outcomes – Expectations & Manner of Assessment and Review	Who Is Responsible (this can be a variety of persons but should also include teacher on improvement plan)

Area of Needed Improvement (refer to specific domains)	Tasks/Activities to Support or Document Improvement	Time Frame (start of TIP, interim check ins and final review)	Outcomes – Expectations & Manner of Assessment and Review	Who Is Responsible (this can be a variety of persons but should also include teacher on improvement plan)

**Attach additional pages if necessary**

**Teacher Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Administrator Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

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

<b>School or Program Type</b>	<b>SLO with Assessment Option</b>	<b>Name of the Assessment</b>
Grades K-5 Special Education	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> Grades 3 and up: State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> <li><input checked="" type="radio"/> Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements</li> </ul>	STAR Early Literacy & STAR Math (K-2 Students)
Grades K-5 Special Education	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> State Assessment</li> <li><input type="radio"/> Grades 3 and up: State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> <li><input type="radio"/> Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements</li> </ul>	Grades 3, 4 & 5 New York State ELA & Math Assessments
Grades K-5 Special Education	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input checked="" type="radio"/> Grades 3 and up: State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> <li><input type="radio"/> Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements</li> </ul>	STAR Reading Enterprise & STAR Math Enterprise (3-5 non-tested students)
Grades 6-8 Special Education	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> State Assessment</li> </ul>	Grades 6, 7, & 8 New York

	<ul style="list-style-type: none"> <li>○ Grades 3 and up: State-approved 3rd party assessment</li> <li>○ District, Regional or BOCES-developed</li> <li>○ School/BOCES-wide/group/team results based on State</li> <li>○ Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements</li> </ul>	State ELA & Math Assessments
Grades 6-8 and 9-12 Special Education	<ul style="list-style-type: none"> <li>○ State Assessment</li> <li>● Grades 3 and up: State-approved 3rd party assessment</li> <li>○ District, Regional or BOCES-developed</li> <li>○ School/BOCES-wide/group/team results based on State</li> <li>○ Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements</li> </ul>	STAR Reading Enterprise & STAR Math Enterprise (6-8 or 9-12 non-tested students)
Grades 9-12 Special Education	<ul style="list-style-type: none"> <li>● State Assessment</li> <li>○ Grades 3 and up: State-approved 3rd party assessment</li> <li>○ District, Regional or BOCES-developed</li> <li>○ School/BOCES-wide/group/team results based on State</li> <li>○ Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements</li> </ul>	New York State Global, American History, Living Environment, Algebra 1, Geometry, Algebra 2 and Grade 11 ELA Regents Exams
K-12 Special Education Alternate Assessment Program	<ul style="list-style-type: none"> <li>● State Assessment</li> <li>○ Grades 3 and up: State-approved 3rd party assessment</li> <li>○ District, Regional or BOCES-developed</li> <li>○ School/BOCES-wide/group/team results based on State</li> </ul>	NYSAA

	<ul style="list-style-type: none"> <li>○ Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements</li> </ul>	
Career & Technical Education	<ul style="list-style-type: none"> <li>○ State Assessment</li> <li>○ Grades 3 and up: State-approved 3rd party assessment</li> <li>● District, Regional or BOCES-developed</li> <li>○ School/BOCES-wide/group/team results based on State</li> <li>○ Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements</li> </ul>	Regionally developed, course-specific CTE assessments

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below</p>	<p>SLO's will be developed by principals with supervisor approval, the same assessment will be used across grade level within division-specific programs. Individual targets will be set based on the baseline data of the students assigned to the principal in order to ensure student growth (with Lead Evaluator approval).</p> <p>For 9-12 special education programs, if a student is in a course aligned to 2005 standards, a regents exam aligned to those standards will be administered. If a student is in a course aligned to common core standards, a regents exam aligned to those standards will be administered. In situations which students sit for both the 2005 and Common Core aligned exams, the higher of the two scores will be used in calculating the teacher's growth measure (as allowed by the NYSED).</p> <p>In the event that growth scores are provided by NYSED for APPR purposes, those scores will be used. If such scores cover less than 30% of a principal's students, they will be weighted proportionately with SLO results until at least 30% of a principal's students are covered.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Targets will be set based on the baseline data of the student groups assigned to the principal. The percentage of student groups meeting the target will be converted to a scale score of 0 to 20 (see chart below).</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>A principal will be rated effective if 53% to 85% of his/her student groups meet the target set by the principal with lead evaluator approval (see chart below).</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>A principal will be rated developing if 23% to 52% of his/her student groups meet the target set by the</p>

	principal with lead evaluator approval (see chart below).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A principal will be rated ineffective if 0% to 22% of his/her student groups meet the target set by the principal with lead evaluator approval (see chart below).

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
>94%	90-94%	86-89%	84-85%	82-83%	80-81%	78-79%	73-77%	68-72%	63-67%	58-62%	53-57%	48-52%	43-47%	38-42%	33-37%	28-32%	23-27%	14-22%	7-13%	<7%

**Capital Region BOCES**  
**HEDI Scale for Local Achievement**  
**Principals Receiving a Value Added Score (15 points)**  
**Chart 8.1**

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent.	Principal in collaboration with their supervisor will establish class average growth targets using baseline pre-assessment data. Based on an overall percentage of students who meet or exceed the class average growth target a 0-15 HEDI score will be determined using the applicable uploaded conversion chart in 8.1
HIGHLY EFFECTIVE 14 – 15 points	A principal will be rated highly effective (14 – 15 points) if 86% or greater of his/her student groups meet the target.
EFFECTIVE 8 – 13 points	A principal will be rated effective (8 -13 points) if 53% to 85% of his/her student groups meet the target.
DEVELOPING 3 - 7	A principal will be rated developing (3 -7 points) if 23% to 52% of his/her student groups meet the target.
INEFFECTIVE 0 to 2 points	A principal will be rated ineffective (0 -2 points) if 0% to 22% of his/her student groups meet the target.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
>92%	86-92%	83-85%	76-82%	71-75%	65-70%	59-64%	53-58%	47-52%	39-46%	33-38%	28-32%	23-27%	14-22%	1-13%	0%

**CAPITAL REGION BOCES  
 LOCALLY SELECTED MEASURE SCORING for  
 PRINCIPALS  
 (All grades/subjects)  
 Chart 8.1**

**15 POINT SCALE**

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
>92%	86-92%	83-85%	76-82%	71-75%	65-70%	59-64%	53-58%	47-52%	39-46%	33-38%	28-32%	23-27%	14-22%	1-13%	0%

**CAPITAL REGION BOCES  
 LOCALLY SELECTED MEASURE SCORING for  
 PRINCIPALS  
 (All grades/subjects)  
 Chart 8.1**

**20 POINT SCALE**

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
>94%	90-94%	86-89%	84-85%	82-83%	80-81%	78-79%	73-77%	68-72%	63-67%	58-62%	53-57%	48-52%	43-47%	38-42%	33-37%	28-32%	23-27%	14-22%	7-13%	<7%

CAPITAL REGION BOCES  
Principal Other Measures of Effectiveness

*The Multidimensional Principal Performance Rubric (MPPR) will be used to assess all 60 points of the other measures of effectiveness for the principal. The principal's performance for the year will be assessed according to the six rubric domains, equally weighted which will yield a final average on the rubric from 1-4 points. The final average on the MPPR rubric will be converted into 60 points. A total average rubric score from 1.0 - 1.4 will be in the ineffective range, converting to from 0-49 points out of 60. A final average rubric score of 1.5 - 2.4 will be in the developing range, converting to from 50-56 points out of 60. A final average rubric score of 2.5 - 3.4 will be in the effective range, converting to from 57-58 points out of 60. A final average rubric score of 3.5 - 4.0 will be in the highly effective range, converting to from 59-60 points out of 60. The conversion from the MPPR rubric score to 0 to 60 points is shown on the attached chart.*

Multidimensional Principal Performance Rubric (MPPR) 1-4 point Conversion to 60 Points for Composite Score

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

*1-4 Rubric Score Conversion to 60 Points*

Total Average Rubric Score	Category	Conversion Score for Composite
	<b>Ineffective 0-49</b>	
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23

1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.382		47
1.392		48
1.400		49
	<b>Developing 50-56</b>	
1.5		50
1.6		50.7 (round to 51)
1.7		51.4 (round to 51)
1.8		52.1 (round to 52)
1.9		52.8 (round to 53)
2		53.5 (round to 54)
2.1		54.2 (round to 54)
2.2		54.9 (round to 55)
2.3		55.6 (round to 56)
2.4		56.3 (round to 56)
	<b>Effective 57-58</b>	
2.5		57
2.6		57.2 (round to 57)
2.7		57.4 (round to 57)
2.8		57.6 (round to 58)
2.9		57.8 (round to 58)
3		58
3.1		58.2 (round to 58)
3.2		58.4 (round to 58)
3.3		58.6 (round to 58)
3.4		58.8 (round to 58)
	<b>Highly Effective 59-60</b>	
3.5		59
3.6		59.3 (round to 59)
3.7		59.5 (round to 60)
3.8		59.8 (round to 60)
3.9		60
4		60.25 (round to 60)

CAPITAL REGION  
BOCES Principal  
Other 60  
POINTS

Multidimensional Principal Performance Rubric (MPPR)  
1-4 point Conversion to 60  
Points for Composite Score

For each school visit the chart below will be completed. The two scores will then be averaged to receive the total composite score for the other 60 points measure.

*MPPR Scoring: Weighted Scoring and Conversion to 60 Points*

Domains	Domain Average
Domain 1 Shared Vision of Learning	3.3
Domain 2 School Culture and Instructional Program	3.1
Domain 3 Safe, Efficient, Effective Learning Environment	2.9
Domain 4 Community	3.0
Domain 5 Integrity, Fairness, Ethics	3.8
Domain 6 Political, Social, Economic, Legal, Cultural	3.2
Weighted Total	19.3/6 = 3.21
HEDI Subcomponent Rating	Effective
Subcomponent Score Using the Conversion Chart	3.21 = 58.4 rounds to: <b>58 POINTS</b>

\*Example

# Capital Region BOCES Principal Improvement Plan

Name of Principal \_\_\_\_\_

School Building \_\_\_\_\_ Academic Year \_\_\_\_\_

Deficiency that promulgated the "ineffective" or "developing" performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: The evaluator is to attach a narrative summary of the improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

## CAPITAL REGION BOCES Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

- 1.A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
- 2.Specific improvement goal/outcome statements.
- 3.Specific improvement action steps/activities.
- 4.A reasonable time line for achieving improvement.
- 5.Required and accessible resources to achieve goal.
- 6.A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
- 7.A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
- 8.A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.
9. A delineation of what needs to be included in an Evidence Binder.

**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.

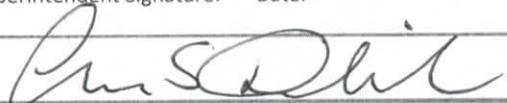
**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

- 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**

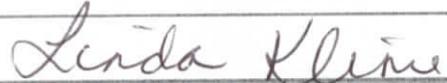
Superintendent Signature:      Date:

 4-22-15

Teachers Union President Signature:      Date:

 4/17/15

Administrative Union President Signature:      Date:

 4/22/15

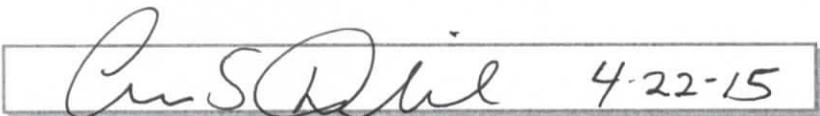
Board of Education President Signature:      Date:

 4/20/15

**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:

A rectangular box containing a handwritten signature and a date. The signature is written in cursive and appears to be "C. S. White". The date is written in a simple font as "4-22-15".