



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

Commissioner of Education
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Albany, New York 12234

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December 19, 2012

Dr. Robert D. Olczak, Superintendent
Cattaraugus-Allegany-Erie-Wyoming BOCES
1825 Windfall Road
Olean, NY 14760

Dear Superintendent Olczak:

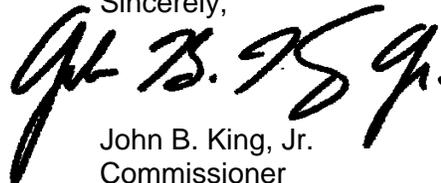
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

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

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, October 10, 2012

Updated Tuesday, November 27, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 049000000000

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

049000000000

1.2) School District Name: CATTAR-ALLEGANY-ERIE-WYOMING BOCES

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

CATTAR-ALLEGANY-ERIE-WYOMING BOCES

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Wednesday, October 10, 2012

Updated Tuesday, November 27, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Annually, by November 1st, teachers will meet with the Principal/Leader to set target scores per class based on
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>baseline STAR data for that cohort. Targets per class will be quantified and differentiated based upon the baseline data for each student. The superintendent can approve, deny or edit the expectations for student performance on an annual basis.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Evidence indicates exceptional student learning gains. Target results are well above district expectations. Percent meeting growth target with score: 20 95-100% 19 90-94% 18 80-89%</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Evidence indicates significant student learning gains. Target results meet district expectations. Percent meeting growth target with score: 17 78-79% 16 76-77% 15 75% 14 73-74% 13 71-72% 12 70% 11 68-69% 10 66-67% 9 65%</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Evidence indicates moderate learning gains. Target results nearly meet district expectations. Percent meeting growth target with score: 8 63-64% 7 60-62% 6 57-59% 5 54-56% 4 52-53% 3 50-51%</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Evidence indicates little or no student learning gains. Target results are well below district expectations. Percent meeting growth target with score: 2 35-49% 1 20-34% 0 0-19%</p>

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	STAR Math Enterprise
1	State-approved 3rd party assessment	STAR Math Enterprise
2	State-approved 3rd party assessment	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 student performance.

<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>Annually, by November 1st, teachers will meet with the Principal/Leader to set target scores per class based on baseline STAR data for that cohort. Targets per class will be quantified and differentiated based upon the baseline data for each student. The superintendent can approve, deny or edit the expectations for student performance on an annual basis.</p>
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2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Cattaraugus-Allegany BOCES 7th grade science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Annually, by November 1st, teachers will meet with the Principal/Leader to set target scores per class based on baseline data for that cohort. Targets per class will be quantified and differentiated based upon the baseline data from pre-assesment for each student. The superintendent can approve, deny or edit the expectations for student performance on an annual basis.
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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
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6	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Cattaraugus-Allegany BOCES 7th grade social studies assessment
8	District, regional or BOCES-developed assessment	Cattaraugus-Allegany BOCES 8th grade social studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Annually, by November 1st, teachers will meet with the Principal/Leader to set target scores per class based on baseline data for that cohort. Targets per class will be quantified and differentiated based upon the baseline data from pre-assessment for each student. The superintendent can approve, deny or edit the expectations for student performance on an annual basis.
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2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Cattaraugus-Allegany BOCES developed Global1 pre-test and post-test

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Annually, by November 1st, teachers will meet with the Principal/Leader to set target scores per class based on baseline data for that cohort. Targets per class will be quantified and differentiated based upon the baseline data from pre-assessment for each student. The superintendent can approve, deny or edit the expectations for student performance on an annual basis.
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Evidence indicates little or no student learning gains. Target results are well below district expectations. Percent meeting growth target with score:
 2 35-49%
 1 20-34%
 0 0-19%

2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

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

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

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2.8) High School Math Regents Courses

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

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

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

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

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Evidence indicates little or no student learning gains. Target results are well below district expectations. Percent meeting growth target with score:

2 35-49%
 1 20-34%
 0 0-19%

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 Exam ELA

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

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

Annually, by November 1st, teachers will meet with the Principal/Leader to set target scores per class based on baseline data for that cohort. Targets per class will be quantified and differentiated based upon the baseline data from pre-assessment for each student. The superintendent can approve, deny or edit the expectations for student performance on an annual basis.

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2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Family and Consumer Science	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific family and consumer science assessment
Foreign Language	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific foreign language assessment
Elementary Art	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific elementary art assessment
7-12 Art	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific HS art assessment
Health	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific health assessment
Elementary Music	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific elementary music assessment
7-12 Music	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific HS music assessment
Technology	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific technology assessment

Library Media	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific library media assessment
County Government	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific social studies assessment
English Second Language	State Assessment	NYSESLAT
Elementary Physical Education	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific elementary PE assessment
7-12 Physical Education	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific HS PE assessment
Consultant Teachers	State Assessment	Appropriate grade and subject area state assessment
CTE Approved Programs (except Welding)	State-approved 3rd party assessment	NOCTI (Precision Machining, Television Production, Small Animal Science (NYS), Automotive Technician Core, Building Construction Occupations, CAD, Collision Repair and Refinishing Technology, Cosmetology (NYS), Criminal Justice, Computer Repair Technology, Culinary Arts Cook Level 2, Early Childhood Care and Education, Visual Communications and Multimedia Design, Medical Assisting, Nursing Assisting, Conservation (NYS), Hospitality Management - Lodging, Diesel Technology Heavy Equipment Maintenance Repair
CTE Approved Program - Welding	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific welding assessment
Career Foundations	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject area assessment
Integrated Academic Teachers (Math, Science or ELA in CTE Programs)	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject area assessment in Math, Science or ELA
GED	District, Regional or BOCES-developed	Cattaraugus-Allegany BOCES developed GED pre-test
NYSAA	State Assessment	NYSAA

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Annually, by November 1st, teachers will meet with the Principal/Leader to set target scores per class based on baseline data for that cohort. Targets per class will be quantified and differentiated based upon the baseline data from pre-assessment for each student. The superintendent can approve, deny or edit the expectations for student performance on an annual basis.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gains. Target results are well above district expectations. Percent meeting growth target with score: 20 95-100% 19 90-94%

18 80-89%

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

Evidence indicates significant student learning gains. Target results meet district expectations. Percent meeting growth target with score:
17 78-79%
16 76-77%
15 75%
14 73-74%
13 71-72%
12 70%
11 68-69%
10 66-67%
9 65%

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

Evidence indicates moderate learning gains. Target results nearly meet district expectations. Percent meeting growth target with score:
8 63-64%
7 60-62%
6 57-59%
5 54-56%
4 52-53%
3 50-51%

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

Evidence indicates little or no student learning gains. Target results are well below district expectations. Percent meeting growth target with score:
2 35-49%
1 20-34%
0 0-19%

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

(No response)

2.11) HEDI Tables or Graphics

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

(No response)

2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Wednesday, October 10, 2012

Updated Monday, December 10, 2012

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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.

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise
5	4) State-approved 3rd party assessments	STAR Reading Enterprise
6	4) State-approved 3rd party assessments	STAR Reading Enterprise
7	4) State-approved 3rd party assessments	STAR Reading Enterprise
8	4) State-approved 3rd party assessments	STAR Reading 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.	Annually, by November 1st, teachers will meet with the Principal/Leader to set class average target scores based upon the baseline data from the cohort's previous year. Achievement targets per grade level will be quantified as a percentage and differentiated based upon the previous year's data. The superintendent can approve, deny, or edit the expectations for student performance annually.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement target percentage with score: 15 90-100% 14 80-89%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement target percentage with score: 13 77-79% 12 74-76% 11 71-73% 10 68-70% 9 66-67% 8 65%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement target percentage with score: 7 62-64% 6 59-61% 5 56-58% 4 53-55% 3 50-52%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement target percentage with score: 2 35-49% 1 20-34% 0 0-19%

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Math Enterprise
5	4) State-approved 3rd party assessments	STAR Math Enterprise
6	4) State-approved 3rd party assessments	STAR Math Enterprise
7	4) State-approved 3rd party assessments	STAR Math Enterprise
8	4) State-approved 3rd party assessments	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.	Annually, by November 1st, teachers will meet with the Principal/Leader to set class average target scores based upon the baseline data from the cohort's previous year. Achievement targets per grade level will be quantified as a percentage and differentiated based upon the previous year's data. The superintendent can approve, deny, or edit the expectations for student performance annually.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement target percentage with score: 15 90-100% 14 80-89%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement target percentage with score: 13 77-79% 12 74-76% 11 71-73% 10 68-70% 9 66-67% 8 65%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement target percentage with score: 7 62-64% 6 59-61% 5 56-58% 4 53-55% 3 50-52%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement target percentage with score: 2 35-49% 1 20-34% 0 0-19%

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 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
1	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise

2	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
3	4) State-approved 3rd party assessments	STAR Early Literacy 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.	Annually, by November 1st, teachers will meet with the Principal/Leader to set class average target scores based upon the baseline data from the cohort's previous year. Achievement targets per grade level will be quantified as a percentage and differentiated based upon the previous year's data. The superintendent can approve, deny, or edit the expectations for student performance annually.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Expectations for grade level target are well above district expectations. Achievement target percentage with score: 20 95-100% 19 90-94% 18 80-89%
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning gains. Expectations for grade level target meet district expectations. Achievement target percentage with score: 17 78-79% 16 76-77% 15 75% 14 73-74% 13 71-72% 12 70% 11 68-69% 10 66-67% 9 65%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates some student learning gains. Expectations for grade level target nearly meet district expectations. Achievement target percentage with score: 8 63-64% 7 60-62% 6 57-59% 5 54-56% 4 52-53% 3 50-51%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no student learning gains. Expectations for grade level target are well below district expectations. Achievement target percentage with score: 2 35-49% 1 20-34% 0 0-19%

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Math Enterprise
1	4) State-approved 3rd party assessments	STAR Math Enterprise
2	4) State-approved 3rd party assessments	STAR Math Enterprise
3	4) State-approved 3rd party assessments	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.	Annually, by November 1st, teachers will meet with the Principal/Leader to set class average target scores based upon the baseline data from the cohort's previous year. Achievement targets per grade level will be quantified as a percentage and differentiated based upon the previous year's data. The superintendent can approve, deny, or edit the expectations for student performance annually.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Expectations for grade level target are well above district expectations. Achievement target percentage with score: 20 95-100% 19 90-94% 18 80-89%
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning gains. Expectations for grade level target meet district expectations. Achievement target percentage with score: 17 78-79% 16 76-77% 15 75% 14 73-74% 13 71-72% 12 70% 11 68-69% 10 66-67% 9 65%
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates some student learning gains. Expectations for grade level target nearly meet district expectations. Achievement target percentage with score: 8 63-64% 7 60-62% 6 57-59% 5 54-56% 4 52-53% 3 50-51%

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no student learning gains. Expectations for grade level target are well below district expectations. Achievement target percentage with score: 2 35-49% 1 20-34% 0 0-19%
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3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Cattaraugus-Allegany BOCES developed 6th grade science assessment
7	5) District, regional, or BOCES–developed assessments	Cattaraugus-Allegany BOCES developed 7th grade science assessment
8	5) District, regional, or BOCES–developed assessments	Cattaraugus-Allegany BOCES developed 8th grade science assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Annually, by November 1st, teachers will meet with the Principal/Leader to set class average target scores based upon the baseline data from the cohort’s previous year. Achievement targets per grade level will be quantified as a percentage and differentiated based upon the previous year’s data. The superintendent can approve, deny, or edit the expectations for student performance annually.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Expectations for grade level target are well above district expectations. Achievement target percentage with score: 20 95-100% 19 90-94% 18 80-89%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning gains. Expectations for grade level target meet district expectations. Achievement target percentage with score: 17 78-79% 16 76-77% 15 75% 14 73-74% 13 71-72% 12 70% 11 68-69% 10 66-67% 9 65%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates some student learning gains. Expectations for grade level target nearly meet district expectations. Achievement target percentage with score:

8 63-64%
 7 60-62%
 6 57-59%
 5 54-56%
 4 52-53%
 3 50-51%

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

Evidence indicates little or no student learning gains. Expectations for grade level target are well below district expectations. Achievement target percentage with score:
 2 35-49%
 1 20-34%
 0 0-19%

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Cattaraugus-Allegany BOCES developed 6th grade social studies assessment
7	5) District, regional, or BOCES–developed assessments	Cattaraugus-Allegany BOCES developed 7th grade social studies assessment
8	5) District, regional, or BOCES–developed assessments	Cattaraugus-Allegany BOCES developed 8th grade social studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

Annually, by November 1st, teachers will meet with the Principal/Leader to set class average target scores based upon the baseline data from the cohort’s previous year. Achievement targets per grade level will be quantified as a percentage and differentiated based upon the previous year’s data. The superintendent can approve, deny, or edit the expectations for student performance annually.

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

Expectations for grade level target are well above district expectations. Achievement target percentage with score:
 20 95-100%
 19 90-94%
 18 80-89%

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

Evidence indicates significant student learning gains. Expectations for grade level target meet district expectations. Achievement target percentage with score:
 17 78-79%

16 76-77%
 15 75%
 14 73-74%
 13 71-72%
 12 70%
 11 68-69%
 10 66-67%
 9 65%

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

Evidence indicates some student learning gains. Expectations for grade level target nearly meet district expectations. Achievement target percentage with score:
 8 63-64%
 7 60-62%
 6 57-59%
 5 54-56%
 4 52-53%
 3 50-51%

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

Evidence indicates little or no student learning gains. Expectations for grade level target are well below district expectations. Achievement target percentage with score;
 2 35-49%
 1 20-34%
 0 0-19%

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Global 1 Cattaraugus-Allegany BOCES developed assessment
Global 2	3) Teacher specific achievement or growth score computed locally	Global Regents
American History	3) Teacher specific achievement or growth score computed locally	US History Regents

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

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

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

Annually, by November 1st, teachers will meet with the Principal/Leader to set class average target scores based upon the baseline data from the cohort's previous year.

graphic at 3.13, below.	Achievement targets per grade level will be quantified as a percentage and differentiated based upon the previous year's data. The superintendent can approve, deny, or edit the expectations for student performance annually.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Expectations for grade level target are well above district expectations. Achievement target percentage with score: 20 95-100% 19 90-94% 18 80-89%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning gains. Expectations for grade level target meet district expectations. Achievement target percentage with score: 17 78-79% 16 76-77% 15 75% 14 73-74% 13 71-72% 12 70% 11 68-69% 10 66-67% 9 65%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates some student learning gains. Expectations for grade level target nearly meet district expectations. Achievement target percentage with score: 8 63-64% 7 60-62% 6 57-59% 5 54-56% 4 52-53% 3 50-51%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no student learning gains. Expectations for grade level target are well below district expectations. Achievement target percentage with score: 2 35-49% 1 20-34% 0 0-19%

3.9) High School Science

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

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

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

Physics	3) Teacher specific achievement or growth score computed locally	Physics Regents
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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.	Annually, by November 1st, teachers will meet with the Principal/Leader to set class average target scores based upon the baseline data from the cohort's previous year. Achievement targets per grade level will be quantified as a percentage and differentiated based upon the previous year's data. The superintendent can approve, deny, or edit the expectations for student performance annually.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Expectations for grade level target are well above district expectations. Achievement target percentage with score: 20 95-100% 19 90-94% 18 80-89%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates some student learning gains. Expectations for grade level target nearly meet district expectations. Achievement target percentage with score: 8 63-64% 7 60-62% 6 57-59% 5 54-56% 4 52-53% 3 50-51%
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning gains. Expectations for grade level target meet district expectations. Achievement target percentage with score: 17 78-79% 16 76-77% 15 75% 14 73-74% 13 71-72% 12 70% 11 68-69% 10 66-67% 9 65%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no student learning gains. Expectations for grade level target are well below district expectations. Achievement target percentage with score; 2 35-49% 1 20-34% 0 0-19%

3.10) High School Math

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Annually, by November 1st, teachers will meet with the Principal/Leader to set class average target scores based upon the baseline data from the cohort's previous year. Achievement targets per grade level will be quantified as a percentage and differentiated based upon the previous year's data. The superintendent can approve, deny, or edit the expectations for student performance annually.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Expectations for grade level target are well above district expectations. Achievement target percentage with score: 20 95-100% 19 90-94% 18 80-89%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning gains. Expectations for grade level target meet district expectations. Achievement target percentage with score: 17 78-79% 16 76-77% 15 75% 14 73-74% 13 71-72% 12 70% 11 68-69% 10 66-67% 9 65%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates some student learning gains. Expectations for grade level target nearly meet district expectations. Achievement target percentage with score: 8 63-64% 7 60-62% 6 57-59% 5 54-56% 4 52-53% 3 50-51%

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

Evidence indicates little or no student learning gains. Expectations for grade level target are well below district expectations. Achievement target percentage with score:
 2 35-49%
 1 20-34%
 0 0-19%

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise
Grade 10 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	ELA Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

Annually, by November 1st, teachers will meet with the Principal/Leader to set class average target scores based upon the baseline data from the cohort's previous year. Achievement targets per grade level will be quantified as a percentage and differentiated based upon the previous year's data. The superintendent can approve, deny, or edit the expectations for student performance annually.

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

Expectations for grade level target are well above district expectations. Achievement target percentage with score:
 20 95-100%
 19 90-94%
 18 80-89%

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

Evidence indicates significant student learning gains. Expectations for grade level target meet district expectations. Achievement target percentage with score:
 17 78-79%
 16 76-77%
 15 75%
 14 73-74%
 13 71-72%
 12 70%

11 68-69%
 10 66-67%
 9 65%

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

Evidence indicates some student learning gains. Expectations for grade level target nearly meet district expectations. Achievement target percentage with score:
 8 63-64%
 7 60-62%
 6 57-59%
 5 54-56%
 4 52-53%
 3 50-51%

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

Evidence indicates little or no student learning gains. Expectations for grade level target are well below district expectations. Achievement target percentage with score:
 2 35-49%
 1 20-34%
 0 0-19%

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Family and Consumer Science	5) District/regional/BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific family and consumer science assessment
Foreign Language	5) District/regional/BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific foreign language assessment
Elementary Art	5) District/regional/BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific art assessment
7-12 Art	5) District/regional/BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific HS art assessment
Health	5) District/regional/BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific health assessment
Elementary Music	5) District/regional/BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific elementary music assessment
7-12 Music	5) District/regional/BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific HS music assessment
Technology	5) District/regional/BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific technology assessment
Library Media	5) District/regional/BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific library media

	veloped	assessment
County Government	5) District/regional/BOCES–de veloped	Cattaraugus-Allegany BOCES developed grade and subject specific library media assessment
English Second Languiare	3) Teacher specific achievement/growth score computed locally	NYSESLAT
7-12 Physical Education	5) District/regional/BOCES–de veloped	Cattaraugus-Allegany BOCES developed grade and subject specific HS PE assessment
Elementary Physical Education	5) District/regional/BOCES–de veloped	Cattaraugus-Allegany BOCES developed grade and subject specific elementary PE assessment
Consultant Teachers	3) Teacher specific achievement/growth score computed locally	Appropriate grade and subject area state assessment
CTE Approved Programs (except Welding)	4) State-approved 3rd party	NOCTI (Precision Machining, Television Production, Small Animal Science (NYS), Automotive Technician Core, Building Construction Occupations, CAD, Collision Repair and Refinishing Technology, Cosmetology (NYS), Criminal Justice, Computer Repair Technology, Culinary Arts Cook Level 2, Early Childhood Care and Education, Visual Communications and Multimedia Design, Medical Assisting, Nursing Assisting, Conservation (NYS), Hospitality Management - Lodging, Diesel Technology Heavy Equipment Maintenance Repair)
CTE Approved Program - Welding	5) District/regional/BOCES–de veloped	Cattaraugus-Allegany BOCES developed welding assessment
Career Foundations	5) District/regional/BOCES–de veloped	Cattaraugus-Allegany BOCES developed grade and subject assessment
Integrated Academic Teachers (Math, Science or ELA in CTE Programs)	5) District/regional/BOCES–de veloped	Cattaraugus-Allegany BOCES developed grade and subject area assessment in Math, Science or ELA
GED	5) District/regional/BOCES–de veloped	Cattaraugus-Allegany BOCES developed GED pre-test
NYSAA	3) Teacher specific achievement/growth score computed locally	NYSAA

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.

<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 3.13, below.</p>	<p>Annually, by November 1st, teachers will meet with the Principal/Leader to set class average target scores based upon the baseline data from the cohort's previous year. Achievement targets per grade level will be quantified as a percentage and differentiated based upon the previous year's data. The superintendent can approve, deny, or edit the expectations for student performance annually.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>Expectations for grade level target are well above district expectations. Achievement target percentage with score: 20 95-100% 19 90-94% 18 80-89%</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Evidence indicates significant student learning gains. Expectations for grade level target meet district expectations. Achievement target percentage with score: 17 78-79% 16 76-77% 15 75% 14 73-74% 13 71-72% 12 70% 11 68-69% 10 66-67% 9 65%</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Evidence indicates some student learning gains. Expectations for grade level target nearly meet district expectations. Achievement target percentage with score: 8 63-64% 7 60-62% 6 57-59% 5 54-56% 4 52-53% 3 50-51%</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Evidence indicates little or no student learning gains. Expectations for grade level target are well below district expectations. Achievement target percentage with score: 2 35-49% 1 20-34% 0 0-19%</p>

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.

(No response)

3.14) Locally Developed Controls

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

Local measures may be adjusted for student attendance. The BOCES has struggled with attendance issues for many years. Mismatched component district calendars and bell schedules have caused significant interruption in student contact time with BOCES teachers throughout the region. While there are ongoing efforts to address attendance through amendments to calendars and bell schedules, if those efforts do not result in a significant reduction in the rate of absenteeism, attendance adjustments will be applied. Student assessment scores will be weighted based upon the student's days in attendance as compared to the total number of days of student attendances in the teacher's cohort. The weighted scores will be used to determine the teacher's point score and HEDI rating. As required by 8 NYCRR 30-6.2 of the Rules of the Board of Regents, as interpreted by the New York State Education Department, in no case shall any adjustment or control set forth above result in an increase in the Local Measures subcomponent score of more than two points.

The following is the chart will be used to calculate the attendance adjustment. It contains an example with sample student assessment grades to demonstrate how the attendance adjustment operates.

Local Measures - Student Attendance Adjustment

Students' assessment scores will be given proportionate weight based upon their attendance pursuant to the following methodology:

Name Contact Time Score "Weighted Total Points(contact time /180 x 100)"

Joe 180 90 100

Mary 148 70 82

John 150 70 83

Lisa 155 65 86

Joe 160 68 89

Sue 158 55 88

John 150 70 83

Total 488 612

Average 69.7

Weighted Average 79.8

Average = Total Score / (#students X 100) X 100

Weighted Average = Total Score / Weighted Total Points X 100

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.

The total points earned will be divided by the total available points and weighted according to the number of students in each locally selected measure.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked

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

4. Other Measures of Effectiveness (Teachers)

Created Thursday, October 11, 2012

Updated Tuesday, November 27, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

No

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

2nd Year Teachers and Beyond

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

assets/survey-uploads/5091/193665-2UoxI2HPmn/Form4_2_PointsWithinOtherMeasures.doc

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Evaluators will assess the teacher's performance on each element within the four domains of Danielson rubric on a scale of 1-4. For 2nd year teachers and beyond, each of the four domains of the Danielson rubric is worth a maximum of 16.67%, or 10 points, of the 60 point multiple measures component. The remaining 20 points are assigned by the evaluator based upon a review of the evidence, artifacts and professional learning plan submitted and assessed according to a rubric that aligns with the Danielson rubric. The evaluator will assess the evidence, artifact and professional learning plan submission on a scale of 1-4. For 1st year teachers, each of the four domains of the Danielson rubric is worth a maximum of 22.92%, or 13.75 points, of the 60 point multiple measures component. The remaining 5 points are assigned by the evaluator based upon a review of the evidence, artifacts and professional learning plan submitted and assessed according to a rubric that aligns with the Danielson rubric. The evaluator will also assess the evidence, artifact and professional learning plan submission on a scale of 1-4.

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

assets/survey-uploads/5091/193665-eka9yMJ855/Other Measures Conversion Chart Revised No Decimal.xlsx

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.	As outlined in the Danielson rubric
Effective: Overall performance and results meet NYS Teaching Standards.	As outlined in the Danielson rubric
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	As outlined in the Danielson rubric
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	As outlined in the Danielson rubric

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

**Locally-selected Measures of
growth or achievement**

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, October 11, 2012
Updated Tuesday, November 27, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/193793-Df0w3Xx5v6/Performance Improvement Plan.doc

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:

See Attached. Appeals go to a Committee for review. The Committee provides feedback to the Superintendent, and the Superintendent makes the final ruling in regard to the appeal. The appeal process does not exceed 30 days from start to finish.

Appeal Procedure

Teachers may only appeal an ineffective rating on the Summative Evaluation Score (final composite score on 100 point scale). Appeals must be based upon at least one of the following grounds:

- (1) the BOCES adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- (2) the adherence to the Commissioner's regulations, as applicable to such reviews;
- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (4) the BOCES issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-c.

Teachers may not file multiple appeals regarding the same performance review. The appeal procedure contained in this APPR plan is the exclusive means for initiating, reviewing and resolving challenges related to teacher performance reviews. A teacher may not resort to any other contractual grievance procedure for the resolution of challenges and appeals related to professional performance review and/or improvement plan, except as provided by law. Any deviations in the timelines of the stages will be mutually agreed upon by the association and the district and will be in compliance with the timeliness provisions found in 3012-c of NYS Education Law.

Stage 1:

A teacher wishing to appeal an ineffective rating on their Summative Evaluation must file their appeal in writing, using the attached form in Appendix C, to the Evaluating Administrator within seven (7) calendar days of receiving their final Summative Score or Teacher Improvement Plan. A copy of the appeal must also be provided to the Association President. The appeal must include the grounds for the appeal. Any grounds not raised at the time the appeal is filed will be deemed waived. The teacher must submit all supporting information with the appeal. Information not submitted at the time the appeal is filed will not be considered.

Within five (5) calendar days of receiving the appeal, the Evaluating Administrator must submit a response to the appeal and hold a conference with the teacher. If the appeal is upheld, the updated Evaluation or Teacher Improvement Plan will be forwarded to the Superintendent for confirmation, and a copy will be placed in the teacher's personnel file.

Stage 2:

If a teacher is not satisfied with the outcome at Stage 1 and wishes to appeal, the teacher must file their appeal, in writing, to the APPR Review Committee within two (2) calendar days of the conference with the Evaluating Administrator. The APPR Review Committee will be comprised of three (3) individuals; one representative chosen by the Association; one representative chosen by the District; and a third representative mutually chosen by the parties. Should the parties not be able to agree to a third member, one shall be chosen at random from a list of names (not to exceed 3) provided by each of the first two (2) Committee members.

Within eight (8) calendar days from receipt of the appeal, the APPR Review Committee will meet to consider the appeal and make a recommendation, based on consensus, on the appeal's merits. The decision shall be based upon the written record, which records include: the evaluation; supporting documentation submitted by the teacher and Evaluating Administrator; and the appeal record. The APPR Review Committee shall forward to the Superintendent its written recommendation on the appeal. A copy of the recommendation shall also be given to the teacher.

Stage 3:

The Superintendent or his/her designee shall review the recommendation of the panel and issue a written response to the teacher within eight (8) calendar days of receipt of the APPR Review Committee's decision. The decision of the Superintendent or his/her designee shall be final and binding and not subject to the grievance process. However, BOCES failure to abide by the negotiated appeal process is subject to the grievance procedure.

The Superintendent or his/her designee has the right to affirm, modify or rescind the evaluation in question. The Superintendent or his/her designee may also order a new observation to take place using a different evaluator.

Copies of the decision of the Superintendent or his/her designee will be sent to the original evaluator and to the members of the APPR Review Committee. A copy of the written appeal and relevant documentation shall be given to the teacher and placed in the teacher's personnel file.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

1. The District will certify Lead Evaluators as qualified to conduct teacher evaluations under 3012-c and Commissioner's Regulation. Lead Evaluators are defined as District administrators. [30-2.9(a)]
2. The District will provide training to Evaluators and Lead Evaluators through the CA BOCES RTTT Instructional Support Services Evaluator Training program. Multiple training dates occurred throughout 2011-12 and will be continue to be held throughout the

2012-2013 school year. The training will address all 9 elements required for Lead Evaluator Certification.

3. Through regular meetings and video conference with the Instructional Support Services team, the evaluators will continue working to build inter-rater

reliability. We will seek out additional opportunities through BOCES and other resources to continue to build this.

4. The District will continue to provide ongoing training for Evaluators and Lead Evaluators through CA BOCES RTTT Instructional Support Services Evaluator Training program with multiple offerings throughout the school year working on more advanced levels of the nine components under 3012-c of Commissioner's Regulation as well as more in-depth work toward interrater reliability.

5. Our BOCES will recertify each evaluator every year.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

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

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

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

	K-12 (Special Ed)
	K-12 (Alt Ed)
	(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
CTE Principal	State-approved 3rd party assessment	NOCTI - Precision Machining, Television Production, Small Animal Science (NYS), Automotive Technician Core, Building Construction Occupations, CAD, Collision Repair and Refinishing Technology, Cosmetology (NYS), Criminal Justice, Computer Repair Technology, Culinary Arts Cook Level 2, Early Childhood Care and Education, Visual Communications and Multimedia Design, Medical Assisting, Nursing Assisting, Conservation (NYS), Hospitality Management - Lodging, Diesel Technology Heavy Equipment Maintenance Repair
Program Manager for Student Programming - Itinerant Teachers	District, regional, or BOCES-developed	Cattaraugus-Allegany BOCES developed grade and subject specific assessments for itinerant teachers

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Annually, by November 15th, principals/leaders will meet with the Principal/Leader Evaluators to set target scores per building based on baseline data for that cohort. Targets scores will be quantified and differentiated based upon the baseline data for students. The superintendent can approve, deny or edit the expectations for student performance on an annual basis.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Evidence indicates exceptional student learning gains. Target results are well above district expectations. Percent meeting growth target with score: 20 95-100% 19 90-94% 18 80-89%

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Evidence indicates significant student learning gains. Target results meet district expectations. Percent meeting growth target with score: 17 78-79% 16 76-77% 15 75% 14 73-74% 13 71-72% 12 70% 11 68-69% 10 66-67% 9 65%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Evidence indicates moderate learning gains. Target results nearly meet district expectations. Percent meeting growth target with score: 8 63-64% 7 60-62% 6 57-59% 5 54-56% 4 52-53% 3 50-51%
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Evidence indicates little or no student learning gains. Target results are well below district expectations. Percent meeting growth target with score: 2 35-49% 1 20-34% 0 0-19%

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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Updated Monday, December 10, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-12 (Special Ed)	(a) achievement on State assessments	Grade 4-8 NYS ELA and Math Assessments
K-12 (Alt Ed Principal)	(g) % achieving specific level on Regents or alternatives	All NYS Regents Exams in grade and content specific subjects used for teacher evaluation

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.	Annually, by November 15th, Principals/Leaders will meet with the Principal/Leader Evaluator to set target achievement scores based upon the baseline data. The superintendent can approve, deny, or edit the expectations for student performance annually.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement target percentage with score: 15 90-100% 14 80-89%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement target percentage with score: 13 77-79% 12 74-76% 11 71-73% 10 68-70% 9 66-67% 8 65%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement	Achievement target percentage with score: 7 62-64%

for grade/subject.	6 59-61%
	5 56-58%
	4 53-55%
	3 50-52%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement target percentage with score: 2 35-49% 1 20-34% 0 0-19%

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.

(No response)

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

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

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

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

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

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

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

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

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

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

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
CTE Principal	(d) measures used by district for teacher evaluation	CA BOCES developed grade and subject specific assessments used for teacher evaluations
Program Manager for Student Programming - Itinerant Teachers	(d) measures used by district for teacher evaluation	CA BOCES developed grade and subject specific assessments used for teacher evaluations

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.	Annually, by November 15th, Principals/Leaders will meet with the Principal/Leader Evaluator to set target achievement scores based upon the baseline data. The superintendent can approve, deny, or edit the expectations for student performance annually.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Expectations for grade level target are well above district expectations. Achievement target percentage with score: 20 95-100% 19 90-94% 18 80-89%

Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning gains. Expectations for grade level target meet district expectations. Achievement target percentage with score: 17 78-79% 16 76-77% 15 75% 14 73-74% 13 71-72% 12 70% 11 68-69% 10 66-67% 9 65%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates some student learning gains. Expectations for grade level target nearly meet district expectations. Achievement target percentage with score: 8 63-64% 7 60-62% 6 57-59% 5 54-56% 4 52-53% 3 50-51%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no student learning gains. Expectations for grade level target are well below district expectations. Achievement target percentage with score: 2 35-49% 1 20-34% 0 0-19%

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(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

9. Other Measures of Effectiveness (Principals)

Created Thursday, October 11, 2012

Updated Wednesday, December 19, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

*Principals/leaders will be scored on a 4 point scale using the Multidimensional Rubric. An average score will be calculated for each domain. The average score for each domain will be multiplied by the weighting for that domain. The domains are weighted as follows:
 Domain 1: 1.25 Total Points Possible: 5
 Domain 2: 2.5 Total Points Possible: 10
 Domain 3: 2.5 Total Points Possible: 10
 Domain 4: 1.25 Total Points Possible: 5
 Domain 5: 1.25 Total Points Possible: 5
 Domain 6: 1.25 Total Points Possible: 5
 Domain 7 (Other): 5 Total Points Possible; 20
 The weighted totals will be added to achieve an overall score on the practice rubric. Any principal awarded an ineffective within all of the domains will receive a score of 0.*

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

assets/survey-uploads/5143/194021-pMADJ4gk6R/Principiial Observation Form.doc

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.	As per the rubric
Effective: Overall performance and results meet standards.	As per the rubric
Developing: Overall performance and results need improvement in order to meet standards.	As per the rubric
Ineffective: Overall performance and results do not meet standards.	As per the rubric

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)

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Updated Tuesday, November 27, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

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Updated Tuesday, November 27, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/194155-Df0w3Xx5v6/Principal Improvement Plan.doc](assets/survey-uploads/5276/194155-Df0w3Xx5v6/Principal%20Improvement%20Plan.doc)

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:

The appeal goes to a Committee consisting of three individuals, including one representative chosen by the Association, one representative chosen by the District, and one that is mutually chosen by the parties. The Committee makes a recommendation to the Superintendent, who issues the final determination.

Appeal Procedure

Principals/leaders may only appeal an ineffective rating on the Summative Evaluation Score (final composite score on 100 point scale). Appeals must be based upon at least one of the following grounds:

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

Principals/leaders may not file multiple appeals regarding the same performance review or principal/leader improvement plan. The appeal procedure contained in this APPR plan is the exclusive means for initiating, reviewing and resolving challenges related to performance reviews and/or principal/leader improvement plans. A principal/leader may not resort to any other contractual grievance procedure for the resolution of challenges and appeals related to professional performance review and/or improvement plan, except as provided by law. Any deviations in the timelines of the stages of the appeal procedure will be mutually agreed upon by the Association and the BOCES and will be in compliance with the timeliness provisions found in 3012-c of NYS Education Law.

Stage 1:

A principal/leader wishing to appeal an ineffective rating on their Summative Evaluation must file their appeal in writing, using the attached form in Appendix F, to the Evaluating Administrator within seven (7) days of receiving their final Summative Score. A copy of the appeal must also be provided to the Association President. The appeal must include the grounds for the appeal. Any grounds not raised at the time the appeal is filed will be deemed waived. The principal/leader must submit all supporting information with the appeal. Information not submitted at the time the appeal is filed will not be considered.

Within five (5) days of receiving the appeal, the Evaluating Administrator must submit a response to the appeal and hold a conference with the principal/leader. If the appeal is upheld, the updated Evaluation of Principal Improvement Plan will be forwarded to the Superintendent for confirmation, and a copy will be placed in the principal's/leader's personnel file.

Stage 2:

If a principal/leader is not satisfied with the outcome at Stage 1 and wishes to appeal, the principal/leader must file their appeal, in writing, to the APPR Review Committee within two (2) days of the conference with the Evaluating Administrator. The APPR Review Committee will be comprised of three (3) individuals; one representative chosen by the Association; one representative chosen by the District; and a third representative mutually chosen by the parties. Should the parties not be able to agree to a third member, one shall be chosen at random from a list of names (not to exceed 3) provided by each of the first two (2) Committee members. Appeals to the Committee must be concluded within eight (8) days from receipt of the appeal at Stage 2. The decision shall be based upon the written record, which records includes: the evaluation; supporting documentation submitted by the principal/leader and Evaluating Administrator; and the appeal record. The APPR Committee shall forward to the Superintendent its written recommendation on the appeal. A copy of the recommendation shall also be given to the principal/leader.

Stage 3:

The Superintendent or his/her designee shall review the recommendation of the Committee and issue a written response to the principal/leader within eight (8) calendar days of receipt of the APPR Review Committee's decision. The decision of the Superintendent or his/her designee shall be final and binding and not subject to the grievance process. However, BOCES failure to abide by the negotiated appeal process is subject to the grievance procedure.

The Superintendent or his/her designee has the right to affirm, modify or rescind the evaluation in question. The Superintendent or his/her designee may also order a new observation to take place using a different evaluator.

Copies of the decision of the Superintendent or his/her designee will be sent to the original evaluator and to the members of the APPR Review Committee. A copy of the written appeal and relevant documentation shall be given to the principal/leader and placed in the principal's/leader's personnel file.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

A minimum of 40 hours of training has been provided by CA BOCES Instructional Support Services Lead Evaluator Training staff on the MPPR rubric, bias and inter-rater reliability. There was an additional 12 hours of training on the core curriculum, state assessments and the SLO's. Lead evaluators will be required to continue training annually for recertification, which is expected to be of at least 10 hours in length per year. Any new lead evaluators will complete training in order to evaluate principals. The CA BOCES will recertify and recertify all lead evaluators in all 9 elements required for Lead Evaluator Certification.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, October 10, 2012

Updated Wednesday, December 19, 2012

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12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/193175-3Uqgn5g9Iu/District Certification Form 12-19-12.pdf](assets/survey-uploads/5581/193175-3Uqgn5g9Iu/District%20Certification%20Form%2012-19-12.pdf)

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Form 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.

Fill in the group of teachers covered (e.g., "probationary teachers"): 1st Year Teachers

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	55
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	5

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.05		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.1		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
1.2		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.25		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36

1.3		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.35		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.4		49
Developing 50-56.3		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57-58.8		
2.5		57
2.6		57
2.7		57
2.8		58
2.9		58
3		58
3.1		58
3.2		58
3.3		59
3.4		59
Highly Effective 59-60		
3.5		59
3.6		59
3.7		60
3.8		60
3.9		60
4		60



Teacher Improvement Plan – (TIP)

Educator:

Position:

Evaluator:

Date:

Domains in which the educator is in need of improvement:

Area Needing Improvement	Domain	Priority	Performance Goal (s)

Professional improvement activities and anticipated dates for follow-up meetings/progress check:

Professional Development/Materials/Resources Supports	Timeline/Follow-up Date

Evidence that will be used to determine if performance indicators have been achieved:

Educator/Administrator Meetings re: TIP

Meeting Date:

Administrator Comments:	Educator Comments:
-------------------------	--------------------

Meeting Date:

Administrator Comments:	Educator Comments:
-------------------------	--------------------

Meeting Date:

Administrator Comments:	Educator Comments:
-------------------------	--------------------

My administrator and I have discussed this improvement plan. My signature does not endorse nor refute this plan.

_____	_____
Signature of Educator	Date
_____	_____
Signature of Administrator	Date

Recommendations/Results of : TIP

- Educator has met performance goals identified
- Educator has not met performance goals identified. Recommendation:

_____	_____
Signature of Educator	Date
_____	_____
Signature of Administrator	Date



Cattaraugus Allegany BOCES
Annual Professional Performance Review
Rubric Summary Form

Name: _____
 Position: _____

Bldg/Dept. _____
 Evaluator: _____

CRITERIA	1 2 3 4				EVIDENCE
	I	D	E	HE	
Domain 1 – Shared Vision of Learning An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.					
Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Domain 1 Point Total _____ / # assessed _____ x 1.25 = **Total points for Domain 1** _____

CRITERIA	1 2 3 4				EVIDENCE
	I	D	E	HE	
Domain 2 – School Culture and Instructional Program An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.					
Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Strategic Planning Process: monitoring/inquiry (the implementation and stewardship of goals, decisions and actions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Domain 2 Point Total _____ / # assessed _____ X 2.5 = **Total Points for Domain 2** _____

CRITERIA	1	2	3	4	EVIDENCE
	I	D	E	HE	
Domain 3 – Safe, Efficient, Effective Learning Environment An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.					
Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Domain 3 Point Total ____ / # assessed ____ X 2.5 = **Total Points for Domain 3** ____

CRITERIA	1	2	3	4	EVIDENCE
	I	D	E	HE	
Domain 4 - Community An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.					
Strategic Planning Process: Inquiry (gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Domain 4 Point Total ____ / # assessed ____ x 1.25 = **Total Points for Domain 4** ____

CRITERIA	1	2	3	4	EVIDENCE
	I	D	E	HE	
Domain 5 – Integrity, Fairness, Ethics An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.					
Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Domain 5 Point Total ____ / # assessed ____ x 1.25 = **Total Points for Domain 5** ____

CRITERIA	1	2	3	4	EVIDENCE
	I	D	E	HE	
Domain 6 – Political, Social, Economic, Legal and Cultural Context An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.					
Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Domain 6 Point Total ____ / # assessed ____ x 1.25 = Total Points for Domain 6 ____

CRITERIA	1	2	3	4	EVIDENCE
	I	D	E	HE	
Other: Goal Setting and Attainment					
Uncovering Goals Align Define	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Strategic Planning Prioritize Strategize	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Taking Action Mobilize Monitor Refine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evaluating Attainment Document <ul style="list-style-type: none"> o Insights Accomplishments <ul style="list-style-type: none"> o New questions o Implications for moving forward Next steps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Domain 7 Point Total ____ / # assessed ____ x 5 = Total Points for Domain 7 ____

SUMMARY COMMENTS		
Date:	Time in:	Time out:
Announced: <input type="checkbox"/>	Unannounced: <input type="checkbox"/>	
Brief description of the observation:		
Date:	Time in:	Time out:
Announced: <input type="checkbox"/>	Unannounced: <input type="checkbox"/>	
Brief description of the observation:		
Date:	Time in:	Time out:
Announced: <input type="checkbox"/>	Unannounced: <input type="checkbox"/>	
Brief description of the observation:		
COMMENTS BY ADMINISTRATOR:		

Total Points _____

OVERALL EVALUATION:

- Highly Effective
- Effective
- Developing
- Ineffective

Principal's Signature/Date

Administrator's Signature/Date



Principal Improvement Plan (PIP)

Principal:

Position:

Evaluator:

Date:

Domains in which the principal is in need of improvement listed in order of priority:

Domain	Area Needing Improvement	Performance Goal (s)

Professional improvement activities and anticipated dates for follow-up meetings/progress check:

Professional Development/Materials/Resources Supports	Timeline/Follow-up Date

Evidence that will be used to determine if performance indicators have been achieved:

Principal /Administrator Meetings re: PIP

Meeting Date:

Administrator Comments:	Principal Comments:
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Meeting Date:

Administrator Comments:	Principal Comments:
-------------------------	---------------------

Meeting Date:

Administrator Comments:	Principal Comments:
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My administrator and I have discussed this improvement plan. My signature does not endorse nor refute this plan.

_____	_____
Signature of Principal	Date
_____	_____
Signature of Administrator	Date

Recommendations/Results of PIP:

- Principal has met performance goals identified
- Principal has not met performance goals identified. Recommendation:

Signature of Principal / Date

Signature of Administrator / Date

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

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

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

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

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

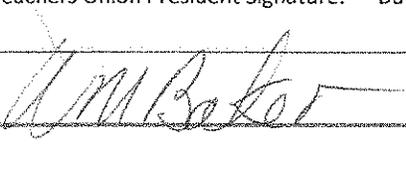
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

Superintendent Signature: Date:

 12/18/12

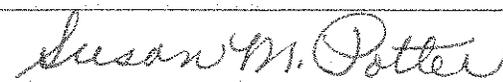
Teachers Union President Signature: Date:

 12/18/12

Administrative Union President Signature: Date:

 12/18/12

Board of Education President Signature: Date:

 12/19/12