



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

Commissioner of Education  
President of the University of the State of New York  
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January 9, 2013

Craig L. King, Superintendent  
Clinton-Essex-Warren-Washington BOCES  
1585 Military Turnpike  
Plattsburgh, NY 12901

Dear Superintendent King:

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 Thursday, May 31, 2012

Updated Monday, January 07, 2013

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 099000000000

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

*099000000000*

#### 1.2) School District Name: CLINTON-ESSEX-WARREN-WASHING BOCES

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

*CLINTON-ESSEX-WARREN-WASHING 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.

*Not applicable*

#### 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 Monday, June 04, 2012

Updated Tuesday, January 08, 2013

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### 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 Reading Enterprise
1	State-approved 3rd party assessment	STAR Reading Enterprise
2	State-approved 3rd party assessment	STAR Reading 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	Special Education Division - SLOs for K-3 ELA will utilize STAR Reading Enterprise, a State Approved 3rd party
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

assessment and the NYS Grade 3 ELA assessment as a post-test for Grade 3 teachers. Students in grades K-2 will take a pre-test in the fall and each teacher will set an individualized growth target for each student based on pre-test results. The students will take a post-test at the end of the year and each teacher will determine the percentage of students who met his/her growth target. Based on the percentage of students that met their target, teachers will fall into one of the HEDI rating categories as outlined below and in attachment 2.11. For grade 3 teachers, the STAR Reading Enterprise assessment will be used as a pre-test, and individualized targets will be set by the teacher for the NYS Grade 3 ELA Assessment. Students' pre-test scores will be the baseline and compared to the post-test results to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

A teacher will be rated highly effective if 71% or more of his/her students meet the growth target. See attachment 2.11.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

A teacher will be rated effective if 41% to 70% of his/her students meet the growth target. See attachment 2.11.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

A teacher will be rated developing if 21% to 40% of his/her students meet the growth target. See attachment 2.11.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

A teacher will be rated ineffective if 0% to 20% of his/her students meet the growth target. See attachment 2.11.

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	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.

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.

Special Education Division - SLOs for K-3 Math will utilize Math Enterprise, a State Approved 3rd party assessment and the NYS Grade 3 Math assessment as a post-test for Grade 3 teachers. Students in grades K-2 will take a

pre-test in the fall and each teacher will set an individualized growth target for each student based on pre-test results. The students will take a post-test at the end of the year and each teacher will determine the percentage of students who met his/her growth target. Based on the percentage of students that met their target, teachers will fall into one of the HEDI rating categories as outlined below and in attachment 2.11. For grade 3 teachers, the STAR Math Enterprise assessment will be used as a pre-test, and individualized targets will be set by teachers for the NYS Grade 3 Math Assessment. Students' pre-test scores will be the baseline and compared to the post-test results to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

A teacher will be rated highly effective if 71% or more of his/her students meet the growth target. See scale at 2.11.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

A teacher will be rated effective if 41% to 70% of his/her students meet the growth target. See scale at 2.11.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

A teacher will be rated developing if 21% to 40% of his/her students meet the growth target. See scale at 2.11.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

A teacher will be rated ineffective if 0% to 20% of his/her students meet the growth target. See scale at 2.11.

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	CEWW BOCES-developed Assessment for Grade 6 Science
7	District, regional or BOCES-developed assessment	CEWW BOCES-developed Assessment for Grade 7 Science
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.

Special Education Division - SLOs for grades 6-8 Science will utilize district-developed or State Assessment results. A pretest will be administered to determine baseline data and individualized targets will be set for each student by the teacher. A post-test will be administered and results

will be used to determine whether or not each student met their individualized target. The percentage of students meeting their growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20..

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

A teacher will be rated highly effective if 71% or more of his/her students meet the growth target. See scale at 2.11.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

A teacher will be rated effective if 41% to 70% of his/her students meet the growth target. See scale at 2.11.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

A teacher will be rated developing if 21% to 40% of his/her students meet the growth target. See scale at 2.11.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

A teacher will be rated ineffective if 0% to 20% of his/her students meet the growth target. See scale at 2.11.

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	CEWW BOCES-developed Assessment for Grade 6 Social Studies
7	District, regional or BOCES-developed assessment	CEWW BOCES-developed Assessment for Grade 7 Social Studies
8	District, regional or BOCES-developed assessment	CEWW BOCES-developed Assessment for Grade 8 Social Studies

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.

Special Education Division - SLOs for grades 6-8 Social Studies will utilize district-developed assessment results. A pre-test will be administered to determine baseline data and individualized targets will be set for each student by the teacher. A post-test will be administered and results will be used to determine whether or not each student met their individualized growth target. The percentage of students meeting their growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.

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

A teacher will be rated highly effective if 71% or more of his/her students meet the growth target. See scale at 2.11.

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

A teacher will be rated effective if 41% to 70% of his/her students meet the growth target. See scale at 2.11.

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

A teacher will be rated developing if 21% to 40% of his/her students meet the growth target. See scale at 2.11.

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

A teacher will be rated ineffective if 0% to 20% of his/her students meet the growth target. See scale at 2.11.

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	CEWW BOCES-developed Assessment Global 1

	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.	Special Education Division - SLOs for grades 9-12 Social Studies will utilize district-developed or State Assessment results. A pre-test will be administered to all students to determine baseline data and individualized growth targets will be set for each student by the teacher. A post-test will be administered and results will be used to determine whether or not each student met their individualized growth target. The percentage of students meeting their growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 71% or more of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 41% to 70% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 21% to 40% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 20% of his/her students meet the growth target. See scale at 2.11.

## 2.7) High School Science Regents Courses

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

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

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

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	SLOs for grades 9-12 Science will utilize district-developed pre-tests and State Assessment results for post-tests. Per-tests will be administered to determine baseline data and individualized growth targets will be set for each student by the teacher. A post-test will be administered and results will be used to determine whether or not each student met their individualized growth target. The percentage of students meeting their growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 71% or more of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 41% to 70% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 21% to 40% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 20% of his/her students meet the growth target. See scale at 2.11.

## 2.8) High School Math Regents Courses

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

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

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment
Geometry	Not applicable	Not applicable
Algebra 2	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or	SLOs for grades 9-12 Math will utilize district-developed pre-tests and State Assessment results for the post-test. A pre-test will be administered to determine baseline data
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graphic at 2.11, below.	and individualized growth targets will be set for each student by the teacher. A post-test will be administered and results will be used to determine whether or not each student met their individualized growth target. The percentage of students meeting their growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 71% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 41% to 70% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 21% to 40% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 20% of his/her students meet the growth target. See scale at 2.11.

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	CEWW BOCES-developed Assessment for Grade 9 English
Grade 10 ELA	District, regional or BOCES-developed assessment	CEWW BOCES-developed Assessment for Grade 10 English
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	SLOs for grades 9-12 English will utilize district-developed pre-tests and district-developed post-tests or State Assessment results. A pre-test will be administered to determine baseline data and individualized growth targets will be set for each student by the teacher. A post-test will be administered and results will be used to determine whether or not each student met their individualized growth target. The percentage of students meeting their growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 71% or greater of his/her students meet the growth target. See scale at 2.11.

Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 41% to 70% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 21% to 40% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 20% of his/her students meet the growth target. See scale at 2.11.

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Animal Science/Veterinary Assisting	District, Regional or BOCES-developed	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed Animal Science/Veterinary Assisting Assessment
Environmental Conservation / Forestry	District, Regional or BOCES-developed	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed Environmental Conservation / Forestry Program Assessment
Natural Resources Management	District, Regional or BOCES-developed	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed Natural Resources Management Assessment
Construction Trades	District, Regional or BOCES-developed	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed Construction Trades Assessment
Digital Arts and Design	District, Regional or BOCES-developed	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed Digital Arts and Design Assessment
Physical Education (SWD)	District, Regional or BOCES-developed	CEWW BOCES-developed Physical Education Assessment (course specific)
Foundational Earth Science (SWD)	District, Regional or BOCES-developed	CEWW BOCES-developed Foundational Earth Science Assessment
Consumer Math (SWD)	District, Regional or BOCES-developed	CEWW BOCES-developed Consumer Math Assessment
Grade 12 (SWD)	District, Regional or BOCES-developed	CEWW BOCES-developed Grade 12 English Assessment
Intro to Occupations (SWD)	District, Regional or	CEWW BOCES-developed Intro to Occupations Assessment

	BOCES-developed	
Digital Arts (SWD)	District, Regional or BOCES-developed	CEWW BOCES-developed Digital Arts Assessment
Economics (SWD)	District, Regional or BOCES-developed	CEWW BOCES-developed Economics Assessment
Students with Severe Disabilities (Autism 6:1:1, Severe Disabilities 12:1,3:1, some 8:1:1 classrooms)	District, Regional or BOCES-developed	CEWW BOCES-developed Students with Severe Disabilities Assessment
Home and Careers (SWD)	District, Regional or BOCES-developed	CEWW BOCES-developed Home and Careers Assessment
Welding	District, Regional or BOCES-developed	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed Welding Assessment
Graphic Design and Communications	District, Regional or BOCES-developed	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed Graphic Design and Communications Assessment
Medical Office Assisting	District, Regional or BOCES-developed	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed Medical Office Assisting Assessment
Allied Health	District, Regional or BOCES-developed	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed Allied Health Assessment
New Visions: Medical Careers	District, Regional or BOCES-developed	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed New Visions: Medical Careers Assessment
Culinary Arts	District, Regional or BOCES-developed	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed Culinary Arts Assessment

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

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

CTE teachers will be assessed according to their students' performance on regionally developed assessments (BOCES Joint Management Team (JMT)) specific to their program area. A pretest will be administered to establish baseline data and individualized targets will be set by the teacher. A post-test will be administered and the

percentage of students who meet their target will be determined. Once the percentage is calculated, the chart titled Growth - HEDI Table - Career and Technical Education (CTE) Teachers will be utilized to determine the appropriate number of points based on table 2.11.

Special Education teachers will be assessed based on their students' performance on district-developed assessments. A pre-test will be administered and growth targets will be set for each student (SLOs) by the teacher. A post-test will be administered and the percentage of students who met their growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.

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

CTE - Results exceed students meeting their individualized growth expectations (79-100% of students)

SWD - Results exceed students meeting their individualized growth expectations (71-100% of students)

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

CTE - Results meet students' individualized growth expectations (62-78% of students)

SWD - Results meet students' individualized growth expectations (41-70% of students)

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

CTE - Results need improvement to meet students' individualized growth expectations (38-61% of students)

SWD - Results need improvement to meet students' individualized growth expectations (21-40% of students)

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

CTE - Results significantly below students' individualized growth expectations (0-37% of students)

SWD - Results significantly below students' individualized growth expectations (0-20% of students)

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

[assets/survey-uploads/5364/138613-avH4IQNZMh/CEWW BOCES All Other Courses 2 10.doc](#)

## 2.11) HEDI Tables or Graphics

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

[assets/survey-uploads/5364/138613-TXEttx9bQW/APPR Review Room Documents\\_2.doc](#)

## 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.

*(No response)*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Monday, June 04, 2012

Updated Wednesday, January 09, 2013

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#### Page 1

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

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

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

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

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

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

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Reading Enterprise
5	6(ii) School wide measure computed locally	STAR Reading Enterprise
6	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	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.	Our special education division's school-wide goal is to improve reading skills of all students. STAR Reading Enterprise will be administered to all students in the Special Education Division. Individualized targets will be set by the teacher, based on each student's pre-test results. A school-wide measure will be calculated based on the percentage of students meeting their individualized targets. All teachers will receive the same score based on overall student performance. See attached Local Student Achievement Measures – HEDI Table – Special Education.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results exceed students meeting their individualized target (76-100% of students)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results meet students' individualized target (41-75% of students)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results need improvement to meet students' individualized target (25-40% of students)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results significantly below students' individualized target (0-24% of students)

### 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	6(ii) School wide measure computed locally	STAR Reading Enterprise
5	6(ii) School wide measure computed locally	STAR Reading Enterprise
6	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading 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.	Our special education division's school-wide goal is to improve reading skills of all students. STAR Reading Enterprise will be administered to all students in the Special Education Division. Individualized targets will be set by the teacher, based on each student's pre-test results. A school-wide measure will be calculated based on the percentage of students meeting their individualized targets. All teachers will receive the same score based on overall student performance. See attached Local Student Achievement Measures – HEDI Table – Special Education.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results exceed students meeting their individualized target (76-100% of students)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results meet students' individualized target (41-75% of students)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results need improvement to meet students' individualized target (25-40% of students)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results significantly below students' individualized target (0-24% of students)

### 3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/138644-rhJdBgDruP/APPR Review Room Documents\\_2.doc](#)

## 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	6(ii) School-wide measure computed locally	STAR Reading Enterprise
1	6(ii) School-wide measure computed locally	STAR Reading Enterprise
2	6(ii) School-wide measure computed locally	STAR Reading Enterprise
3	6(ii) School-wide measure computed locally	STAR Reading 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.	Our special education division’s school-wide goal is to improve reading skills of all students. STAR Reading Enterprise will be administered to all students in the Special Education Division. Individualized targets will be set by teachers, based on each student's pre-test results. A school-wide measure will be calculated based on the percentage of students meeting their individualized targets. All teachers will receive the same score based on overall student performance. See attached Local Student Achievement Measures – HEDI Table – Special Education.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results exceed students meeting their individualized target (71-100% of students)
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results meet students' individualized target (41-70% of students)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results need improvement to meet students' individualized target (21-40% of students)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results significantly below students' individualized target (0-20% of students)

### 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	6(ii) School-wide measure computed locally	STAR Reading Enterprise
1	6(ii) School-wide measure computed locally	STAR Reading Enterprise
2	6(ii) School-wide measure computed locally	STAR Reading Enterprise
3	6(ii) School-wide measure computed locally	STAR Reading 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.	Our special education division’s school-wide goal is to improve reading skills of all students. STAR Reading Enterprise will be administered to all students in the Special Education Division. Individualized targets will be
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set by teachers, based on each student's pre-test results. A school-wide measure will be calculated based on the percentage of students meeting their individualized targets. All teachers will receive the same score based on overall student performance. See attached Local Student Achievement Measures – HEDI Table – Special Education.

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

School-wide results exceed students meeting their individualized target (71-100% of students)

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

School-wide results meet students' individualized target (41-70% of students)

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

School-wide results need improvement to meet students' individualized target (21-40% of students)

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

School-wide results significantly below students' individualized target (0-20% of students)

### 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	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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.

Our special education division's school-wide goal is to improve reading skills of all students. STAR Reading Enterprise will be administered to all students in the Special Education Division. Individualized targets will be set by the teacher, based on each student's pre-test results. A school-wide measure will be calculated based on the percentage of students meeting their individualized targets. All teachers will receive the same score based on overall student performance. See attached Local Student Achievement Measures – HEDI Table – Special Education.

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

School-wide results exceed students meeting their individualized target (71-100% of students)

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

School-wide results meet students' individualized target (41-70% of students)

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results need improvement to meet students' individualized target (21-40% of students)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results significantly below students' individualized target (0-20% of students)

### 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	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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.	Our special education division's school-wide goal is to improve reading skills of all students. STAR Reading Enterprise will be administered to all students in the Special Education Division. Individualized targets will be set by the teacher, based on each student's pre-test results. A school-wide measure will be calculated based on the percentage of students meeting their individualized targets. All teachers will receive the same score based on overall student performance. See attached Local Student Achievement Measures – HEDI Table – Special Education.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results exceed students meeting their individualized target (71-100% of students)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results meet students' individualized target (41-70% of students)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results need improvement to meet students' individualized target 21-40% of students)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results significantly below students' individualized target (0-20% of students)

### 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	6(ii) School wide measure computed locally	STAR Reading Enterprise
Global 2	6(ii) School wide measure computed locally	STAR Reading Enterprise
American History	6(ii) School wide measure computed locally	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Our special education division's school-wide goal is to improve reading skills of all students. STAR Reading Enterprise will be administered to all students in the Special Education Division. Individualized targets will be set by the teacher, based on each student's pre-test results. A school-wide measure will be calculated based on the percentage of students meeting their individualized targets. All teachers will receive the same score based on overall student performance. See attached Local Student Achievement Measures – HEDI Table – Special Education.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results exceed students meeting their individualized target (71-100% of students)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results meet students' individualized target (41-70% of students)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results need improvement to meet students' individualized target (21-40% of students)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results significantly below students' individualized target (0-20% of students)

### 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	6(ii) School wide measure computed locally	STAR Reading Enterprise
Earth Science	6(ii) School wide measure computed locally	STAR Reading Enterprise
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Our special education division's school-wide goal is to improve reading skills of all students. STAR Reading Enterprise will be administered to all students in the Special Education Division. Individualized targets will be set by the teacher, based on each student's pre-test results. A school-wide measure will be calculated based on the percentage of students meeting their individualized targets. All teachers will receive the same score based on overall student performance. See attached Local Student Achievement Measures – HEDI Table – Special Education.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results exceed students meeting their individualized target (71-100% of students)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results meet students' individualized target (41-70% of students)
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results need improvement to meet students' individualized target (21-40% of students)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results significantly below students' individualized target (0-20% of students)

### 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	6(ii) School wide measure computed locally	STAR Reading Enterprise
Geometry	Not applicable	Not applicable

Algebra 2	Not applicable	Not applicable
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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.	Our special education division's school-wide goal is to improve reading skills of all students. STAR Reading Enterprise will be administered to all students in the Special Education Division. Individualized targets will be set by the teacher, based on each student's pre-test results. A school-wide measure will be calculated based on the percentage of students meeting their individualized targets. All teachers will receive the same score based on overall student performance. See attached Local Student Achievement Measures – HEDI Table – Special Education.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results exceed students meeting their individualized target (71-100% of students)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results meet students' individualized target (41-70% of students)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results need improvement to meet students' individualized target (21-40% of students)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide results significantly below students' individualized target (0-20% of students)

### 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	6(ii) School wide measure computed locally	STAR Reading Enterprise
Grade 10 ELA	6(ii) School wide measure computed locally	STAR Reading Enterprise
Grade 11 ELA	6(ii) School wide measure computed locally	STAR Reading Enterprise

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is



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>CTE teachers will be assessed according to their CTE program's students' performance on a regionally developed 21st century skills assessment. The assessment will be administered in May, scored and rated on a 1-4 scale. The percentage of students meeting proficiency (3) or exemplary (4) levels will determine the number of points earned by each teacher using the attached table 3.13.</p> <p>Special Education - Our special education division's school-wide goal is to improve reading skills of all students. STAR Reading Enterprise will be administered to all students in the Special Education Division. Individualized targets will be set by the teacher, based on each student's pre-test results. A school-wide measure will be calculated based on the percentage of students meeting their individualized targets. All teachers will receive the same score based on overall student performance. See attached Local Student Achievement Measures – HEDI Table – Special Education.</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>CTE - Results exceed target (79-100% of students rated proficient or exemplary)</p> <p>Special Education - School-wide results exceed students' individualized targets (71-100% of students)</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>CTE - Results meet target (62-78% of students rated proficient or exemplary)</p> <p>Special Education - School-wide results meet students' individualized targets (41-70% of students)</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>CTE - Results do not meet target (38-61% of students rated proficient or exemplary)</p> <p>Special Education - School-wide results need improvement to meet students' individualized target (21-40% of students)</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>CTE - Results are well below target (0-37% of students rated proficient or exemplary)</p> <p>Special Education - School-wide results significantly below students' individualized target (0-20% of students)</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.

*assets/survey-uploads/5139/138644-y92vNseFa4/APPR Review Room Documents\_2.doc*

### 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.

*(No response)*

### 3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

*If educators have more than one local measure of student achievement. These HEDI scores will then be averaged together, weighted proportionately based on the number of students in each Local Achievement Measure. Normal rounding rules will apply.*

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Monday, June 04, 2012

Updated Tuesday, January 08, 2013

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*NYSUT Teacher Practice Rubric*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	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 )

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

*2/3 of the score will come from an average based on all observations (formal and informal) using the NYSUT rubric and 1/3 of the score will be an average of teacher artifacts using the NYSUT Rubric (1-4 rating scale for each indicator). Elements within each standard will be rated on a 1-4 scale and will be averaged in order to develop a 1-4 score for each standard. Standards observed in observations will be weighted as 2/3 of the total 60. Standards derived from teacher artifacts will be weighted as 1/3 the total 60 score. All standards will be averaged together using the weighting described above to develop a total average rubric score on a scale of 1-4. This 1-4 scale will be converted to a 0-60 HEDI score using the attached chart. Rounding rules will apply.*

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/5091/138659-eka9yMJ855/APPR Review Room Documents\_1.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 NYS Teaching Standards.	The overall average based on two observations and teacher artifacts falls within the range of 3.5 (59 points) and 4 (60 points)
Effective: Overall performance and results meet NYS Teaching Standards.	The overall average based on two observations and teacher artifacts falls within the range of 2.5 (57 points) and 3.4 (58 points)
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The overall average based on two observations and teacher artifacts falls within the range of 1.5 (50 points) and 2.4 (56 points)
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The overall average based on two observations and teacher artifacts falls within the range of 1 (0 points) and 1.4 (49 points)

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Monday, June 04, 2012

Updated Monday, January 07, 2013

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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 Monday, June 04, 2012

Updated Monday, January 07, 2013

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

*assets/survey-uploads/5265/138666-Df0w3Xx5v6/APPR Review Room Documents\_4.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:

*To the extent that a teacher wishes to issue an appeal, the following appeals procedure is established:*

*1. Appeals will be limited to the following situations:*

*a. A teacher with a probationary appointment may appeal only an ineffective APPR composite rating;*

*b. A tenured teacher may appeal only an ineffective or a developing APPR composite rating;*

*c. Any tenured teacher may appeal an improvement plan if and only if the plan was generated as the result of an ineffective or developing composite rating, in accordance with Section 2, e, below.*

*2. The scope of any appeal will be limited to the following subjects:*

*a. The substance of the individual's annual professional performance review;*

*b. The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;*

*c. The adherence to the Commissioner's regulations, as applicable to such reviews;*

*d. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvement plans, as limited by Section 1, above; or,*

*e. The District's issuance and/or implementation of the terms of the teacher improvement plan under Education Law 3012-c in connection with an ineffective or developing rating.*

*d. A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived. A teacher has the burden of establishing the facts upon which petitioner seeks relief.*

*4. The failure of a teacher to file an appeal within the timeframes set forth shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned unless extended by mutual agreement.*

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

#### *Level 1 – Evaluator*

*a. (Informal) Following a qualifying event, as defined in Sections 1 and 2, above, the teacher shall be encouraged and shall be entitled to schedule a follow up meeting to informally discuss with the evaluator any and all related issues.*

*b. (Formal) Any appeal must be submitted to the evaluator in writing no later than ten (10) school days of the date when the teacher receives his/her annual professional performance review. If a teacher is challenging the issuance or implementation of a teacher improvement plan, the appeal must be submitted in writing within fifteen (15) school days of issuance or of the time when the teacher knew or should have known of an alleged implementation breach of such plan.*

*c. When filing an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.*

*d. Within ten (10) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation or information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal, and the Teacher's Association President, shall receive copies of the response and any and all additional information submitted with the response.*

#### *Level 2 – Director*

*a. Within five (5) school days of receipt of the Level 1 response, if a teacher is not satisfied with such response the teacher must submit the appeal to the Program Director, or the Director's designee. (If the Director was the evaluator at Level 1, this Level 2 appeal must go to the Director's designee.) The Director or designee will be provided all documentation submitted in both the appeal and the evaluator's response.*

*b. Within five (5) school days of receipt of the teacher's appeal, the Director or designee will conduct a review of the appeal. At the*

*Director's discretion, the teacher (and representative at the option of the teacher) and the evaluator (and representative at the option of the evaluator) will be allowed to present oral arguments in support of the appeal and the response, respectively.*

*c. Within five (5) school days of the director hearing, the Director or designee will issue a written determination to the teacher, the Teachers' Association President, and the evaluator.*

#### *Level 3 – Panel*

*a. Within five (5) school days of receipt of the Level 2 determination, if a teacher is not satisfied with such determination, the Association must submit the appeal to a panel comprised of two (2) teacher representatives and two (2) administration representatives, excluding the original administrator or person evaluated and appealing the decision. The panel will be provided the entire appeals record. Teacher representatives will be selected by the Union, District representatives will be selected by the District Superintendent/designee. All panel members will be trained evaluators. Costs associated with the panel will be split evenly by the District and Association.*

*b. Within five (5) school days of receipt of the Association's appeal, the panel will jointly conduct a paper review and deliberation of the matter, and will issue a written recommendation for resolution to the CVES United Professionals President and the Superintendent of Schools or designee. The recommendation may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the recommendation, as well as dissenting opinions, if any, will be included with the recommendation. This panel's decision will be final and binding for all appeals on developing ratings. Appeals of ineffective ratings and split decisions on an appeal of a developing rating will proceed to Level 4 below.*

#### *Level 4 – District Superintendent*

*a. Within five (5) school days of receipt of the Level 3 recommendation for resolution, the District Superintendent of Schools or designee will give due consideration to the panel's recommendation and will issue a final and binding decision, in writing, to the appellant, to CVES United Professionals Association president, and to the panel members. Whether the appeal is denied, sustained, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal. If the appeal is sustained, the Superintendent or designee may set aside or modify a rating or improvement plan or order a new evaluation or improvement plan if procedures have been violated.*

*6. The entire appeals record will be part of the teacher's APPR.*

*7. This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all appeals within the scope of Sections 1 and 2 above. A teacher may not resort to any other contractual grievance procedure for the resolution of these appeals, except as otherwise authorized by law.*

*8. Nothing herein shall be construed to alter or diminish the authority of the governing body of CEWW BOCES to grant or deny tenure to or terminate probationary teachers during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the teacher's performance that is the subject of the appeal.*

*All appeals will be done in a manner that is timely and expeditious, consistent with Education Law 3012-c(5)(a).*

## **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.

### **EVALUATOR TRAINING**

*The CEWW BOCES District Superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize CEWW BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:*

- (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;*
- (4) Application and use of the teacher rubric, including training on the effective application of such rubrics to observe a teacher's practice;*

*(5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers, 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 locally selected measures of student achievement used by the district evaluate its teachers;*

*(7) Use of the Statewide Instructional Reporting System;*

*(8) The scoring methodology 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 overall rating and their subcomponent ratings; and*

*(9) Specific considerations in evaluating teachers of English language learners and students with disabilities.*

*The District Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations. All CEWW BOCES administrators have been participating in ongoing inter-rater reliability training as provided by the CEWW BOCES network team and schedules are already in place for continued training throughout the 2012-13 school 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)

Created Monday, June 04, 2012

Updated Tuesday, January 08, 2013

## Page 1

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

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

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

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 BOCES Special Education
(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
BOCES CTE Grades 11-12	District, regional, or BOCES-developed	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed CTE Program Area Assessments (Grade and Subject Specific)

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.	CTE Principals will be assessed according to their students' performance on BOCES JMT regionally developed program area assessments (JMT). The building principals will develop SLOs using available background and baseline data from pre-test results. Individualized targets will be set by each teacher for their program area. A post-test will be administered and the percentage of all students who meet their target will be determined. Once the percentage is calculated, the chart titled Growth - HEDI Table - Career and Technical Education (CTE) Principals will be utilized to determine the appropriate number of points. See table 7.3.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	CTE - Results exceed students meeting their individualized growth expectations (79-100% of students)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	CTE - Results meet students' individualized growth expectations (62-78% of students)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	CTE - Results need improvement to meet students' individualized growth expectations (38-61% of students)
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	CTE - Results significantly below students' individualized growth expectations (0-37% of students)

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

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## 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	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

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7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. Checked

# 8. Local Measures (Principals)

Created Tuesday, June 19, 2012

Updated Wednesday, January 09, 2013

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## Page 1

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

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

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

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

### 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 Education	(d) measures used by district for teacher evaluation	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Our special education division's school-wide goal is to improve reading skills of all students. STAR Reading Enterprise will be administered to all students in the Special Education Division. Individualized targets will be set by the teacher, based on each student's pre-test results. A school-wide measure will be calculated based on the percentage of students meeting their individualized targets. All principals will receive the same score based on overall student performance. See attached Local Student Achievement Measures – HEDI Table – Special Education Principals – Value Added.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Special Education - Results significantly exceeds target (76-100% of students meet their individualized targets)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Special Education - Results meet target (41-75% of students meet their individualized targets)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement	Special Education - Results are below target (25-40% of students meet their individualized targets)

for grade/subject.

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

Special Education - Results significantly below target (0-24% of students meet their individualized targets)

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

*(No response)*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
BOCES CTE Grades 11-12	(d) measures used by district for teacher evaluation	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed 21st Century Skills Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	CTE principals will be assessed according to their students' performance on a regionally developed 21st century skills assessment. The assessment will be administered in May, scored and rated on a 1-4 scale. The percentage of students meeting proficiency (3) or exemplary (4) levels will determine the number of points earned on the attached 20-point scale.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	CTE - Results exceed target (79-100% of students rated proficient or exemplary)
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	CTE - Results meet target (62-78% of students rated proficient or exemplary)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	CTE - Results below target (38-61% of students rated proficient or exemplary)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	CTE - Results significantly below target (0-37% rated proficient or exemplary)

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.

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### 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.

*One principal's school contains both special education and CTE students. We will calculate a HEDI score based on the performance of SWD and calculate a score based on the performance of CTE students. Then we will calculate a single HEDI rating based on the weighting of the student enrollment in each of the two programs (Special Education and CTE). Rounding rules will apply.*

### 8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.

Check

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, June 19, 2012

Updated Monday, January 07, 2013

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*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
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
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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.	(No response)
9.3) Assurances -- Goals   Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

*(No response)*

Note: When the State-approved survey list is 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.

*In order to determine a principal's score on the rubric, each of the dimensions within the six domains of the rubric are rated HEDI using a 1-4 scale by the evaluator throughout the school year. Site visits and other sources of evidence will be considered when the evaluator is rating each dimension within the six domains of the MPR rubric. Each domain is valued at 15 points for a total of 90 possible points.*

*Domain 1: Shared Vision of Learning= 15 pts.*

*Domain 2: School Culture and Instructional Program= 15 pts.*

*Domain 3: Safe, Efficient, Effective Learning Environment= 15pts.*

*Domain 4: Community= 15 pts.*

*Domain 5: Integrity, Fairness, Ethics = 15pts.*

*Domain 6: Political, Social, Economic, Legal and Cultural Context = 15 pts.*

*Once each domain is rated, the evaluator will determine total points for ratings on all 6 domains according to the following scale:*

- Ineffective = 0 points*
- Developing = 5 points*
- Effective = 10 points*
- Highly Effective = 15 points*

*Add the six domain scores together, for a total of 90 possible points.*

*HEDI Ratings Other Measures Points Other Measures Rating*

*80-90 points 60 H*

*65-79 points 59 H*

*50-64 points 58 E*

*45-49 points 57 E*

*20-44 points 56 D*

*15-19 points 55 D*

*10-14 points 45 I*

*5-9 points 30 I*

*0-4 points 0 I*

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.

*(No response)*

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

Highly Effective: Overall performance and results exceed standards.	The overall average based on observations and evidence falls within the range of 59-60 points.
Effective: Overall performance and results meet standards.	The overall average based on observations and evidence falls within the range of 57-58 points.
Developing: Overall performance and results need improvement in order to meet standards.	The overall average based on observations and evidence falls within the range of 55-56 points
Ineffective: Overall performance and results do not meet standards.	The overall average based on observations and evidence falls within the range of 0-54 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

## 9.8) School Visits

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

### Probationary Principals

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

### Tenured Principals

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

# 10. Composite Scoring (Principals)

Created Thursday, July 05, 2012

Updated Monday, January 07, 2013

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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	55-56
Ineffective	0-54

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Monday, September 24, 2012

Updated Monday, January 07, 2013

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/181400-Df0w3Xx5v6/APPR Review Room Documents\\_4.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:

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

*I. Appeals will be limited to the following situations:*

*- Any probationary administrator may appeal only an ineffective APPR composite rating; and*

*- Any tenured administrator may appeal only an ineffective or a developing composite rating.*

*II. The scope of any appeal will be limited to the following subjects:*

- The substance of the individual's annual professional performance review; or*
- The District's adherence to the standards and methodologies required for such reviews, pursuant to the Education Law, 3012-C; or*
- The adherence to the Commissioner's regulations, as applicable to such reviews; or*
- Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvement plans, as limited by Section I, above.*
- Tenured administrators only may appeal an improvement plan if and only if the plan was generated as the result of an ineffective composite rating.*

*III. An administrator may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.*

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

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

#### *Level 1- Evaluator*

*(Informal) Following a qualifying event, as defined in Sections I and II above, the administrator shall be encouraged and shall be entitled to schedule a follow-up meeting to informally discuss with the evaluator any and all related issues.*

*(Formal) Any appeal must be submitted to the evaluator in writing no later than ten (10) school days from the date when the principal receives his/her Annual Professional Performance Review.*

*When filing an appeal, the administrator must submit a detailed written description of the specific grounds for the appeal as well as the performance review being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.*

*Within ten (10) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The administrator initiating the appeal, and the Administrators' Association President, shall receive copies of the response and any and all additional information submitted with the response.*

#### *Level 2 – Panel*

*Within five (10) school days of receipt of the Level 2 determination, if an administrator is not satisfied with such determination and if the Administrators' Association deems the appeal meritorious, the Association must submit the appeal to the panel. The panel shall consist of one (1) representative selected by the District and (one) representative selected by the Association. The panel will be provided the entire appeals record. All panel members will be trained evaluators. Costs associated with the panel will be split evenly by the District and Association.*

*Within five (5) school days of receipt of the Association's appeal, the panel will issue a written recommendation for resolution to the Administrative Association President and the District Superintendent of Schools or District Superintendent's designee. The recommendation may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the recommendation, as well as dissenting opinions, in any, will be included with the recommendation. The panel's decision will be final and binding for all appeals on developing ratings. Appeals on ineffective ratings and split decisions on an appeal of a developing rating will proceed to level 3.*

#### *Level 3 – District Superintendent*

*Within ten (10) school days of receipt of the Level 2 recommendation for resolution, the District Superintendent of Schools or District Superintendent's designee will give due consideration to the Assistant Superintendent's recommendation and will issue a final and binding decision, in writing, to the appellant, to the Administrators' Association. Whether the appeal is denied, sustained, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal. If the appeal is sustained, the District Superintendent or District Superintendent's designee may set aside or modify a rating or improvement plan or order a new evaluation or improvement plan if procedures have been violated.*

VI. The entire appeals record will be part of the administrator APPR.

VII. This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all appeals within the scope of Sections I and II, above. An administrator may not resort to any other contractual grievance procedure for the resolution of these appeals, except as otherwise authorized by law.

VIII. Nothing herein shall be construed to alter or diminish the authority of the governing body of CEWW BOCES to grant or deny tenure to or terminate probationary principals during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the principal's performance that is the subject of the appeal.

All appeals will be done in a manner that is timely and expeditious, consistent with Education Law 3012-c(5)(a).

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

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

*The CEWW BOCES District Superintendent will ensure that all evaluators have been trained and that all lead evaluators (Directors of Special Education and CTE) have been trained and certified in accordance with regulation. The District will utilize the CEWW BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:*

- (1) The New York State Teaching Standards, the ISLLC Learning Standards, and their related elements and performance indicators 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;*
- (4) Application and use of the teacher or principal rubric(s), 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 locally selected measures of student achievement used by the district evaluate its teachers or principals;*
- (7) Use of the Statewide Instructional Reporting System;*
- (8) The scoring methodology 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; and*
- (9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.*

*The CEWW BOCES District Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations. The network team has established an ongoing professional development group with all of the Superintendents in the region and CEWW BOCES Directors this will help ensure inter-rater reliability across districts.*

## 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 Monday, June 04, 2012

Updated Wednesday, January 09, 2013

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/138673-3Uqgn5g9Iu/CEWW BOCES APPR Sign Off 1-9-13.pdf](assets/survey-uploads/5581/138673-3Uqgn5g9Iu/CEWW%20BOCES%20APPR%20Sign%20Off%201-9-13.pdf)

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

**Form 2.10) All Other Courses**

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

	<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
	Early Childhood Education	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed Early Childhood Education Assessment
	Cosmetology	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed Cosmetology Assessment
	Security & Law Enforcement	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed Security & Law Enforcement Assessment
	Auto Collision Repair	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed Auto Collision Repair Assessment

Course(s) or Subject(s)	Option	Assessment
Automotive Technology	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed Automotive Technology Assessment
Heavy Equipment / Diesel Mechanics	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed Heavy Equipment / Diesel Mechanics Assessment
Small Engines & Marine Tech	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed Small Engines & Marine Tech Assessment
Aviation Tech	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed Aviation Tech Assessment

Course(s) or Subject(s)	Option	Assessment
Electrical Design, Installation and Alternative Energy	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed Electrical Design, Installation and Alternative Energy Assessment
Hospitality and Resort Services	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed Hospitality and Resort Services Assessment
Marine Academy	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	BOCES JMT (CVES, HFM, CapRegion, Questar III, WSWHE, and FEH BOCES) Regionally Developed Marine Academy Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.	CTE teachers will be assessed according to their students' performance on regionally developed assessments (BOCES Joint Management Team (JMT)) specific to their program area. A pretest will be administered to establish baseline data and individualized targets will be set by the teacher. A post-test will be administered and the percentage of students who meet their target will be determined.
--	---

	Once the percentage is calculated, the chart titled Growth - HEDI Table - Career and Technical Education (CTE) Teachers will be utilized to determine the appropriate number of points based on table 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	CTE - Results exceed students meeting their individualized growth expectations (79-100% of students)
Effective (9 - 17 points) Results meet District goals for similar students.	CTE - Results meet students' individualized growth expectations (62-78% of students)
Developing (3 - 8 points) Results are below District goals for similar students.	CTE - Results need improvement to meet students' individualized growth expectations (38-61% of students)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	CTE - Results significantly below students' individualized growth expectations (0-37% of students)

Growth – HEDI Table – Special Education Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
80-100	75-79	71-74	65-70	61-64	57-60	52-56	49-51	47-48	45-46	43-44	41-42	36-40	31-35	26-30	25	24	21-23	14-20	6-13	0-5

Growth – HEDI Table – Career and Technical Education (CTE) Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

Local Student Achievement Measures – HEDI Table – Special Education Teachers – Value Added

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
81-100	76-80	67-75	60-66	55-59	51-54	45-50	41-44	38-40	34-37	30-33	26-29	25	17-24	8-16	0-7

Local Student Achievement Measures – HEDI Table – Special Education Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80-100	75-79	71-74	65-70	61-64	57-60	52-56	49-51	47-48	45-46	43-44	41-42	36-40	31-35	26-30	25	24	21-23	14-20	6-13	0-5

Local Student Achievement Measures – HEDI Rating Scale – Career and Technical Education (CTE) Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

### 60 Points – Other Measures - Teachers

	Category	Conversion for 60% Teacher Practice
<b>Ineffective 0-49</b>		
1.0		0
1.1		12
1.2		25
1.3		37
1.4		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2.0		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56
<b>Effective 57-58</b>		
2.5		57
2.6		57.1
2.7		57.2
2.8		57.3
2.9		57.4
3.0		57.5
3.1		57.6
3.2		57.7
3.3		57.8
3.4		58
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4.0		60.25 (round to 60)

## Teacher Improvement Plan (TIP)

Name: \_\_\_\_\_

Supervisor: \_

Date: \_\_\_\_\_

**The TIP is a strategic plan for improvement – be S.M.A.R.T. (recognize that growth promoting goals are Specific, Measurable, Action oriented, Realistic and Time-bound).**

Area to be strengthened: (Should relate directly to the most recent evaluation tool)

Check only one domain per form:

- Knowledge of Students and Student Learning
- Knowledge of Content and Instructional Planning
- Instructional Practice
- Learning Environment
- Assessment for Student Learning
- Professional Responsibilities and Collaboration
- Professional Growth

Desired Outcomes (What specifically does the PP have to do to improve?):

Interventions (How will district support desired outcomes?):

Evidence of improvement (Documentation the district expects to demonstrate improvement):

Timeline (Intermediate benchmarks and review dates to accomplish & monitor change):

Resources (Who will support the PP and/or monitor progress in effort to improve? e.g. mentors, teacher center, district personnel, conferences, literature, etc):

Will release time be provided for courses or workshops? Yes  No  Please specify:

Action Plan (Teacher agrees to do the following to make the required improvement):

Assessment Date (Date of next formal observation/collection of evaluation tool; needs to allow time for measurable growth): \_\_\_\_\_

The Professional Growth Plan stated above has been reviewed and will be implemented on: \_\_\_\_\_

---

Professional's Signature \_\_\_\_\_ Date \_\_\_\_\_

---

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Growth – HEDI Table – Career and Technical Education (CTE) Principals

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

Local Student Achievement Measures – HEDI Table – Special Education Principals – Value Added

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	<u>10</u>	9	8	7	6	5	4	3	2	1	0
81-100	76-80	67-75	60-66	55-59	51-54	45-50	41-44	38-40	34-37	30-33	26-29	25	17-24	8-16	0-7

Local Student Achievement Measures - HEDI Table – Career and Technical Education (CTE) Principals

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

**CVES Principal Improvement Plan**

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

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

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

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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

Growth – HEDI Table – Special Education Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
80-100	75-79	71-74	65-70	61-64	57-60	52-56	49-51	47-48	45-46	43-44	41-42	36-40	31-35	26-30	25	24	21-23	14-20	6-13	0-5

Growth – HEDI Table – Career and Technical Education (CTE) Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

Local Student Achievement Measures – HEDI Table – Special Education Teachers – Value Added

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
81-100	76-80	67-75	60-66	55-59	51-54	45-50	41-44	38-40	34-37	30-33	26-29	25	17-24	8-16	0-7

Local Student Achievement Measures – HEDI Table – Special Education Teachers

HIGHLY EFFECTIVE			EFFECTIVE								DEVELOPING					INEFFECTIVE				
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80-100	75-79	71-74	65-70	61-64	57-60	52-56	49-51	47-48	45-46	43-44	41-42	36-40	31-35	26-30	25	24	21-23	14-20	6-13	0-5

Local Student Achievement Measures – HEDI Rating Scale – Career and Technical Education (CTE) Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

### 60 Points – Other Measures - Teachers

	Category	Conversion for 60% Teacher Practice
<b>Ineffective 0-49</b>		
1.0		0
1.1		12
1.2		25
1.3		37
1.4		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2.0		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56
<b>Effective 57-58</b>		
2.5		57
2.6		57.1
2.7		57.2
2.8		57.3
2.9		57.4
3.0		57.5
3.1		57.6
3.2		57.7
3.3		57.8
3.4		58
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4.0		60.25 (round to 60)

## Teacher Improvement Plan (TIP)

Name: \_\_\_\_\_

Supervisor: \_

Date: \_\_\_\_\_

**The TIP is a strategic plan for improvement – be S.M.A.R.T. (recognize that growth promoting goals are Specific, Measurable, Action oriented, Realistic and Time-bound).**

Area to be strengthened: (Should relate directly to the most recent evaluation tool)

Check only one domain per form:

- Knowledge of Students and Student Learning
- Knowledge of Content and Instructional Planning
- Instructional Practice
- Learning Environment
- Assessment for Student Learning
- Professional Responsibilities and Collaboration
- Professional Growth

Desired Outcomes (What specifically does the PP have to do to improve?):

Interventions (How will district support desired outcomes?):

Evidence of improvement (Documentation the district expects to demonstrate improvement):

Timeline (Intermediate benchmarks and review dates to accomplish & monitor change):

Resources (Who will support the PP and/or monitor progress in effort to improve? e.g. mentors, teacher center, district personnel, conferences, literature, etc):

Will release time be provided for courses or workshops? Yes  No  Please specify:

Action Plan (Teacher agrees to do the following to make the required improvement):

Assessment Date (Date of next formal observation/collection of evaluation tool; needs to allow time for measurable growth): \_\_\_\_\_

The Professional Growth Plan stated above has been reviewed and will be implemented on: \_\_\_\_\_

---

Professional's Signature \_\_\_\_\_ Date \_\_\_\_\_

---

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Growth – HEDI Table – Career and Technical Education (CTE) Principals

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

Local Student Achievement Measures – HEDI Table – Special Education Principals – Value Added

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	<u>10</u>	9	8	7	6	5	4	3	2	1	0
81-100	76-80	67-75	60-66	55-59	51-54	45-50	41-44	38-40	34-37	30-33	26-29	25	17-24	8-16	0-7

Local Student Achievement Measures - HEDI Table – Career and Technical Education (CTE) Principals

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

**CVES Principal Improvement Plan**

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

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

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

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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

Growth – HEDI Table – Special Education Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
80-100	75-79	71-74	65-70	61-64	57-60	52-56	49-51	47-48	45-46	43-44	41-42	36-40	31-35	26-30	25	24	21-23	14-20	6-13	0-5

Growth – HEDI Table – Career and Technical Education (CTE) Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

Local Student Achievement Measures – HEDI Table – Special Education Teachers – Value Added

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
81-100	76-80	67-75	60-66	55-59	51-54	45-50	41-44	38-40	34-37	30-33	26-29	25	17-24	8-16	0-7

Local Student Achievement Measures – HEDI Table – Special Education Teachers

HIGHLY EFFECTIVE			EFFECTIVE								DEVELOPING					INEFFECTIVE				
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80-100	75-79	71-74	65-70	61-64	57-60	52-56	49-51	47-48	45-46	43-44	41-42	36-40	31-35	26-30	25	24	21-23	14-20	6-13	0-5

Local Student Achievement Measures – HEDI Rating Scale – Career and Technical Education (CTE) Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

### 60 Points – Other Measures - Teachers

	Category	Conversion for 60% Teacher Practice
<b>Ineffective 0-49</b>		
1.0		0
1.1		12
1.2		25
1.3		37
1.4		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2.0		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56
<b>Effective 57-58</b>		
2.5		57
2.6		57.1
2.7		57.2
2.8		57.3
2.9		57.4
3.0		57.5
3.1		57.6
3.2		57.7
3.3		57.8
3.4		58
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4.0		60.25 (round to 60)

## Teacher Improvement Plan (TIP)

Name: \_\_\_\_\_

Supervisor: \_

Date: \_\_\_\_\_

**The TIP is a strategic plan for improvement – be S.M.A.R.T. (recognize that growth promoting goals are Specific, Measurable, Action oriented, Realistic and Time-bound).**

Area to be strengthened: (Should relate directly to the most recent evaluation tool)

Check only one domain per form:

- Knowledge of Students and Student Learning
- Knowledge of Content and Instructional Planning
- Instructional Practice
- Learning Environment
- Assessment for Student Learning
- Professional Responsibilities and Collaboration
- Professional Growth

Desired Outcomes (What specifically does the PP have to do to improve?):

Interventions (How will district support desired outcomes?):

Evidence of improvement (Documentation the district expects to demonstrate improvement):

Timeline (Intermediate benchmarks and review dates to accomplish & monitor change):

Resources (Who will support the PP and/or monitor progress in effort to improve? e.g. mentors, teacher center, district personnel, conferences, literature, etc):

Will release time be provided for courses or workshops? Yes  No  Please specify:

Action Plan (Teacher agrees to do the following to make the required improvement):

Assessment Date (Date of next formal observation/collection of evaluation tool; needs to allow time for measurable growth): \_\_\_\_\_

The Professional Growth Plan stated above has been reviewed and will be implemented on: \_\_\_\_\_

---

Professional's Signature \_\_\_\_\_ Date \_\_\_\_\_

---

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Growth – HEDI Table – Career and Technical Education (CTE) Principals

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

Local Student Achievement Measures – HEDI Table – Special Education Principals – Value Added

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	<u>10</u>	9	8	7	6	5	4	3	2	1	0
81-100	76-80	67-75	60-66	55-59	51-54	45-50	41-44	38-40	34-37	30-33	26-29	25	17-24	8-16	0-7

Local Student Achievement Measures - HEDI Table – Career and Technical Education (CTE) Principals

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

**CVES Principal Improvement Plan**

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

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

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

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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

Growth – HEDI Table – Special Education Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
80-100	75-79	71-74	65-70	61-64	57-60	52-56	49-51	47-48	45-46	43-44	41-42	36-40	31-35	26-30	25	24	21-23	14-20	6-13	0-5

Growth – HEDI Table – Career and Technical Education (CTE) Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

Local Student Achievement Measures – HEDI Table – Special Education Teachers – Value Added

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
81-100	76-80	67-75	60-66	55-59	51-54	45-50	41-44	38-40	34-37	30-33	26-29	25	17-24	8-16	0-7

Local Student Achievement Measures – HEDI Table – Special Education Teachers

HIGHLY EFFECTIVE			EFFECTIVE								DEVELOPING					INEFFECTIVE				
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80-100	75-79	71-74	65-70	61-64	57-60	52-56	49-51	47-48	45-46	43-44	41-42	36-40	31-35	26-30	25	24	21-23	14-20	6-13	0-5

Local Student Achievement Measures – HEDI Rating Scale – Career and Technical Education (CTE) Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

### 60 Points – Other Measures - Teachers

	Category	Conversion for 60% Teacher Practice
<b>Ineffective 0-49</b>		
1.0		0
1.1		12
1.2		25
1.3		37
1.4		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2.0		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56
<b>Effective 57-58</b>		
2.5		57
2.6		57.1
2.7		57.2
2.8		57.3
2.9		57.4
3.0		57.5
3.1		57.6
3.2		57.7
3.3		57.8
3.4		58
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4.0		60.25 (round to 60)

## Teacher Improvement Plan (TIP)

Name: \_\_\_\_\_

Supervisor: \_

Date: \_\_\_\_\_

**The TIP is a strategic plan for improvement – be S.M.A.R.T. (recognize that growth promoting goals are Specific, Measurable, Action oriented, Realistic and Time-bound).**

Area to be strengthened: (Should relate directly to the most recent evaluation tool)

Check only one domain per form:

- Knowledge of Students and Student Learning
- Knowledge of Content and Instructional Planning
- Instructional Practice
- Learning Environment
- Assessment for Student Learning
- Professional Responsibilities and Collaboration
- Professional Growth

Desired Outcomes (What specifically does the PP have to do to improve?):

Interventions (How will district support desired outcomes?):

Evidence of improvement (Documentation the district expects to demonstrate improvement):

Timeline (Intermediate benchmarks and review dates to accomplish & monitor change):

Resources (Who will support the PP and/or monitor progress in effort to improve? e.g. mentors, teacher center, district personnel, conferences, literature, etc):

Will release time be provided for courses or workshops? Yes  No  Please specify:

Action Plan (Teacher agrees to do the following to make the required improvement):

Assessment Date (Date of next formal observation/collection of evaluation tool; needs to allow time for measurable growth): \_\_\_\_\_

The Professional Growth Plan stated above has been reviewed and will be implemented on: \_\_\_\_\_

---

Professional's Signature \_\_\_\_\_ Date \_\_\_\_\_

---

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Growth – HEDI Table – Career and Technical Education (CTE) Principals

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

Local Student Achievement Measures – HEDI Table – Special Education Principals – Value Added

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	<u>10</u>	9	8	7	6	5	4	3	2	1	0
81-100	76-80	67-75	60-66	55-59	51-54	45-50	41-44	38-40	34-37	30-33	26-29	25	17-24	8-16	0-7

Local Student Achievement Measures - HEDI Table – Career and Technical Education (CTE) Principals

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

**CVES Principal Improvement Plan**

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

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

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

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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

Growth – HEDI Table – Special Education Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
80-100	75-79	71-74	65-70	61-64	57-60	52-56	49-51	47-48	45-46	43-44	41-42	36-40	31-35	26-30	25	24	21-23	14-20	6-13	0-5

Growth – HEDI Table – Career and Technical Education (CTE) Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

Local Student Achievement Measures – HEDI Table – Special Education Teachers – Value Added

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
81-100	76-80	67-75	60-66	55-59	51-54	45-50	41-44	38-40	34-37	30-33	26-29	25	17-24	8-16	0-7

Local Student Achievement Measures – HEDI Table – Special Education Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80-100	75-79	71-74	65-70	61-64	57-60	52-56	49-51	47-48	45-46	43-44	41-42	36-40	31-35	26-30	25	24	21-23	14-20	6-13	0-5

Local Student Achievement Measures – HEDI Rating Scale – Career and Technical Education (CTE) Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

### 60 Points – Other Measures - Teachers

	Category	Conversion for 60% Teacher Practice
<b>Ineffective 0-49</b>		
1.0		0
1.1		12
1.2		25
1.3		37
1.4		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2.0		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56
<b>Effective 57-58</b>		
2.5		57
2.6		57.1
2.7		57.2
2.8		57.3
2.9		57.4
3.0		57.5
3.1		57.6
3.2		57.7
3.3		57.8
3.4		58
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4.0		60.25 (round to 60)

## Teacher Improvement Plan (TIP)

Name: \_\_\_\_\_

Supervisor: \_

Date: \_\_\_\_\_

**The TIP is a strategic plan for improvement – be S.M.A.R.T. (recognize that growth promoting goals are Specific, Measurable, Action oriented, Realistic and Time-bound).**

Area to be strengthened: (Should relate directly to the most recent evaluation tool)

Check only one domain per form:

- Knowledge of Students and Student Learning
- Knowledge of Content and Instructional Planning
- Instructional Practice
- Learning Environment
- Assessment for Student Learning
- Professional Responsibilities and Collaboration
- Professional Growth

Desired Outcomes (What specifically does the PP have to do to improve?):

Interventions (How will district support desired outcomes?):

Evidence of improvement (Documentation the district expects to demonstrate improvement):

Timeline (Intermediate benchmarks and review dates to accomplish & monitor change):

Resources (Who will support the PP and/or monitor progress in effort to improve? e.g. mentors, teacher center, district personnel, conferences, literature, etc):

Will release time be provided for courses or workshops? Yes  No  Please specify:

Action Plan (Teacher agrees to do the following to make the required improvement):

Assessment Date (Date of next formal observation/collection of evaluation tool; needs to allow time for measurable growth): \_\_\_\_\_

The Professional Growth Plan stated above has been reviewed and will be implemented on: \_\_\_\_\_

---

Professional's Signature \_\_\_\_\_ Date \_\_\_\_\_

---

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Growth – HEDI Table – Career and Technical Education (CTE) Principals

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

Local Student Achievement Measures – HEDI Table – Special Education Principals – Value Added

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	<u>10</u>	9	8	7	6	5	4	3	2	1	0
81-100	76-80	67-75	60-66	55-59	51-54	45-50	41-44	38-40	34-37	30-33	26-29	25	17-24	8-16	0-7

Local Student Achievement Measures - HEDI Table – Career and Technical Education (CTE) Principals

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

**CVES Principal Improvement Plan**

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

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

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

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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

Growth – HEDI Table – Special Education Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
80-100	75-79	71-74	65-70	61-64	57-60	52-56	49-51	47-48	45-46	43-44	41-42	36-40	31-35	26-30	25	24	21-23	14-20	6-13	0-5

Growth – HEDI Table – Career and Technical Education (CTE) Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

Local Student Achievement Measures – HEDI Table – Special Education Teachers – Value Added

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
81-100	76-80	67-75	60-66	55-59	51-54	45-50	41-44	38-40	34-37	30-33	26-29	25	17-24	8-16	0-7

Local Student Achievement Measures – HEDI Table – Special Education Teachers

HIGHLY EFFECTIVE			EFFECTIVE								DEVELOPING					INEFFECTIVE				
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80-100	75-79	71-74	65-70	61-64	57-60	52-56	49-51	47-48	45-46	43-44	41-42	36-40	31-35	26-30	25	24	21-23	14-20	6-13	0-5

Local Student Achievement Measures – HEDI Rating Scale – Career and Technical Education (CTE) Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

### 60 Points – Other Measures - Teachers

	Category	Conversion for 60% Teacher Practice
<b>Ineffective 0-49</b>		
1.0		0
1.1		12
1.2		25
1.3		37
1.4		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2.0		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56
<b>Effective 57-58</b>		
2.5		57
2.6		57.1
2.7		57.2
2.8		57.3
2.9		57.4
3.0		57.5
3.1		57.6
3.2		57.7
3.3		57.8
3.4		58
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4.0		60.25 (round to 60)

## Teacher Improvement Plan (TIP)

Name: \_\_\_\_\_

Supervisor: \_

Date: \_\_\_\_\_

**The TIP is a strategic plan for improvement – be S.M.A.R.T. (recognize that growth promoting goals are Specific, Measurable, Action oriented, Realistic and Time-bound).**

Area to be strengthened: (Should relate directly to the most recent evaluation tool)

Check only one domain per form:

- Knowledge of Students and Student Learning
- Knowledge of Content and Instructional Planning
- Instructional Practice
- Learning Environment
- Assessment for Student Learning
- Professional Responsibilities and Collaboration
- Professional Growth

Desired Outcomes (What specifically does the PP have to do to improve?):

Interventions (How will district support desired outcomes?):

Evidence of improvement (Documentation the district expects to demonstrate improvement):

Timeline (Intermediate benchmarks and review dates to accomplish & monitor change):

Resources (Who will support the PP and/or monitor progress in effort to improve? e.g. mentors, teacher center, district personnel, conferences, literature, etc):

Will release time be provided for courses or workshops? Yes  No  Please specify:

Action Plan (Teacher agrees to do the following to make the required improvement):

Assessment Date (Date of next formal observation/collection of evaluation tool; needs to allow time for measurable growth): \_\_\_\_\_

The Professional Growth Plan stated above has been reviewed and will be implemented on: \_\_\_\_\_

---

Professional's Signature \_\_\_\_\_ Date \_\_\_\_\_

---

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Growth – HEDI Table – Career and Technical Education (CTE) Principals

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

Local Student Achievement Measures – HEDI Table – Special Education Principals – Value Added

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	<u>10</u>	9	8	7	6	5	4	3	2	1	0
81-100	76-80	67-75	60-66	55-59	51-54	45-50	41-44	38-40	34-37	30-33	26-29	25	17-24	8-16	0-7

Local Student Achievement Measures - HEDI Table – Career and Technical Education (CTE) Principals

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

**CVES Principal Improvement Plan**

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

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

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

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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

Growth – HEDI Table – Special Education Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
80-100	75-79	71-74	65-70	61-64	57-60	52-56	49-51	47-48	45-46	43-44	41-42	36-40	31-35	26-30	25	24	21-23	14-20	6-13	0-5

Growth – HEDI Table – Career and Technical Education (CTE) Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

Local Student Achievement Measures – HEDI Table – Special Education Teachers – Value Added

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
81-100	76-80	67-75	60-66	55-59	51-54	45-50	41-44	38-40	34-37	30-33	26-29	25	17-24	8-16	0-7

Local Student Achievement Measures – HEDI Table – Special Education Teachers

HIGHLY EFFECTIVE			EFFECTIVE								DEVELOPING					INEFFECTIVE				
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80-100	75-79	71-74	65-70	61-64	57-60	52-56	49-51	47-48	45-46	43-44	41-42	36-40	31-35	26-30	25	24	21-23	14-20	6-13	0-5

Local Student Achievement Measures – HEDI Rating Scale – Career and Technical Education (CTE) Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

### 60 Points – Other Measures - Teachers

	Category	Conversion for 60% Teacher Practice
<b>Ineffective 0-49</b>		
1.0		0
1.1		12
1.2		25
1.3		37
1.4		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2.0		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56
<b>Effective 57-58</b>		
2.5		57
2.6		57.1
2.7		57.2
2.8		57.3
2.9		57.4
3.0		57.5
3.1		57.6
3.2		57.7
3.3		57.8
3.4		58
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4.0		60.25 (round to 60)

## Teacher Improvement Plan (TIP)

Name: \_\_\_\_\_

Supervisor: \_

Date: \_\_\_\_\_

**The TIP is a strategic plan for improvement – be S.M.A.R.T. (recognize that growth promoting goals are Specific, Measurable, Action oriented, Realistic and Time-bound).**

Area to be strengthened: (Should relate directly to the most recent evaluation tool)

Check only one domain per form:

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- Knowledge of Content and Instructional Planning
- Instructional Practice
- Learning Environment
- Assessment for Student Learning
- Professional Responsibilities and Collaboration
- Professional Growth

Desired Outcomes (What specifically does the PP have to do to improve?):

Interventions (How will district support desired outcomes?):

Evidence of improvement (Documentation the district expects to demonstrate improvement):

Timeline (Intermediate benchmarks and review dates to accomplish & monitor change):

Resources (Who will support the PP and/or monitor progress in effort to improve? e.g. mentors, teacher center, district personnel, conferences, literature, etc):

Will release time be provided for courses or workshops? Yes  No  Please specify:

Action Plan (Teacher agrees to do the following to make the required improvement):

Assessment Date (Date of next formal observation/collection of evaluation tool; needs to allow time for measurable growth): \_\_\_\_\_

The Professional Growth Plan stated above has been reviewed and will be implemented on: \_\_\_\_\_

---

Professional's Signature \_\_\_\_\_ Date \_\_\_\_\_

---

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Growth – HEDI Table – Career and Technical Education (CTE) Principals

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

Local Student Achievement Measures – HEDI Table – Special Education Principals – Value Added

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	<u>10</u>	9	8	7	6	5	4	3	2	1	0
81-100	76-80	67-75	60-66	55-59	51-54	45-50	41-44	38-40	34-37	30-33	26-29	25	17-24	8-16	0-7

Local Student Achievement Measures - HEDI Table – Career and Technical Education (CTE) Principals

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

**CVES Principal Improvement Plan**

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

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

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

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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

Growth – HEDI Table – Special Education Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
80-100	75-79	71-74	65-70	61-64	57-60	52-56	49-51	47-48	45-46	43-44	41-42	36-40	31-35	26-30	25	24	21-23	14-20	6-13	0-5

Growth – HEDI Table – Career and Technical Education (CTE) Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

Local Student Achievement Measures – HEDI Table – Special Education Teachers – Value Added

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
81-100	76-80	67-75	60-66	55-59	51-54	45-50	41-44	38-40	34-37	30-33	26-29	25	17-24	8-16	0-7

Local Student Achievement Measures – HEDI Table – Special Education Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80-100	75-79	71-74	65-70	61-64	57-60	52-56	49-51	47-48	45-46	43-44	41-42	36-40	31-35	26-30	25	24	21-23	14-20	6-13	0-5

Local Student Achievement Measures – HEDI Rating Scale – Career and Technical Education (CTE) Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

### 60 Points – Other Measures - Teachers

	Category	Conversion for 60% Teacher Practice
<b>Ineffective 0-49</b>		
1.0		0
1.1		12
1.2		25
1.3		37
1.4		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2.0		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56
<b>Effective 57-58</b>		
2.5		57
2.6		57.1
2.7		57.2
2.8		57.3
2.9		57.4
3.0		57.5
3.1		57.6
3.2		57.7
3.3		57.8
3.4		58
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4.0		60.25 (round to 60)

## Teacher Improvement Plan (TIP)

Name: \_\_\_\_\_

Supervisor: \_

Date: \_\_\_\_\_

**The TIP is a strategic plan for improvement – be S.M.A.R.T. (recognize that growth promoting goals are Specific, Measurable, Action oriented, Realistic and Time-bound).**

Area to be strengthened: (Should relate directly to the most recent evaluation tool)

Check only one domain per form:

- Knowledge of Students and Student Learning
- Knowledge of Content and Instructional Planning
- Instructional Practice
- Learning Environment
- Assessment for Student Learning
- Professional Responsibilities and Collaboration
- Professional Growth

Desired Outcomes (What specifically does the PP have to do to improve?):

Interventions (How will district support desired outcomes?):

Evidence of improvement (Documentation the district expects to demonstrate improvement):

Timeline (Intermediate benchmarks and review dates to accomplish & monitor change):

Resources (Who will support the PP and/or monitor progress in effort to improve? e.g. mentors, teacher center, district personnel, conferences, literature, etc):

Will release time be provided for courses or workshops? Yes  No  Please specify:

Action Plan (Teacher agrees to do the following to make the required improvement):

Assessment Date (Date of next formal observation/collection of evaluation tool; needs to allow time for measurable growth): \_\_\_\_\_

The Professional Growth Plan stated above has been reviewed and will be implemented on: \_\_\_\_\_

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Professional's Signature \_\_\_\_\_ Date \_\_\_\_\_

---

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Growth – HEDI Table – Career and Technical Education (CTE) Principals

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

Local Student Achievement Measures – HEDI Table – Special Education Principals – Value Added

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	<u>10</u>	9	8	7	6	5	4	3	2	1	0
81-100	76-80	67-75	60-66	55-59	51-54	45-50	41-44	38-40	34-37	30-33	26-29	25	17-24	8-16	0-7

Local Student Achievement Measures - HEDI Table – Career and Technical Education (CTE) Principals

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

**CVES Principal Improvement Plan**

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

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

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

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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

Growth – HEDI Table – Special Education Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
80-100	75-79	71-74	65-70	61-64	57-60	52-56	49-51	47-48	45-46	43-44	41-42	36-40	31-35	26-30	25	24	21-23	14-20	6-13	0-5

Growth – HEDI Table – Career and Technical Education (CTE) Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

Local Student Achievement Measures – HEDI Table – Special Education Teachers – Value Added

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
81-100	76-80	67-75	60-66	55-59	51-54	45-50	41-44	38-40	34-37	30-33	26-29	25	17-24	8-16	0-7

Local Student Achievement Measures – HEDI Table – Special Education Teachers

HIGHLY EFFECTIVE			EFFECTIVE								DEVELOPING					INEFFECTIVE				
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
80-100	75-79	71-74	65-70	61-64	57-60	52-56	49-51	47-48	45-46	43-44	41-42	36-40	31-35	26-30	25	24	21-23	14-20	6-13	0-5

Local Student Achievement Measures – HEDI Rating Scale – Career and Technical Education (CTE) Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

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1.4		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2.0		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56
<b>Effective 57-58</b>		
2.5		57
2.6		57.1
2.7		57.2
2.8		57.3
2.9		57.4
3.0		57.5
3.1		57.6
3.2		57.7
3.3		57.8
3.4		58
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4.0		60.25 (round to 60)

## Teacher Improvement Plan (TIP)

Name: \_\_\_\_\_

Supervisor: \_

Date: \_\_\_\_\_

**The TIP is a strategic plan for improvement – be S.M.A.R.T. (recognize that growth promoting goals are Specific, Measurable, Action oriented, Realistic and Time-bound).**

Area to be strengthened: (Should relate directly to the most recent evaluation tool)

Check only one domain per form:

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- Learning Environment
- Assessment for Student Learning
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- Professional Growth

Desired Outcomes (What specifically does the PP have to do to improve?):

Interventions (How will district support desired outcomes?):

Evidence of improvement (Documentation the district expects to demonstrate improvement):

Timeline (Intermediate benchmarks and review dates to accomplish & monitor change):

Resources (Who will support the PP and/or monitor progress in effort to improve? e.g. mentors, teacher center, district personnel, conferences, literature, etc):

Will release time be provided for courses or workshops? Yes  No  Please specify:

Action Plan (Teacher agrees to do the following to make the required improvement):

Assessment Date (Date of next formal observation/collection of evaluation tool; needs to allow time for measurable growth): \_\_\_\_\_

The Professional Growth Plan stated above has been reviewed and will be implemented on: \_\_\_\_\_

---

Professional's Signature \_\_\_\_\_ Date \_\_\_\_\_

---

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Growth – HEDI Table – Career and Technical Education (CTE) Principals

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

Local Student Achievement Measures – HEDI Table – Special Education Principals – Value Added

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	<u>10</u>	9	8	7	6	5	4	3	2	1	0
81-100	76-80	67-75	60-66	55-59	51-54	45-50	41-44	38-40	34-37	30-33	26-29	25	17-24	8-16	0-7

Local Student Achievement Measures - HEDI Table – Career and Technical Education (CTE) Principals

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100	85-89	79-84	77-78	75-76	73-74	71-72	70	68-69	66-67	64-65	62-63	56-61	51-55	50	45-49	40-44	38-39	30-37	16-29	0-15

**CVES Principal Improvement Plan**

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

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

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

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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

**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)

