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

Commissioner of Education
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April 5, 2013

John C. Pennoyer, Superintendent
Dutchess BOCES
5 BOCES Road
Poughkeepsie, NY 12601

Dear Superintendent Pennoyer:

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 Monday, January 07, 2013
Updated Tuesday, January 29, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 139000000000

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

139000000000

1.2) School District Name: DUTCHESS BOCES

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

DUTCHESS 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 Tuesday, November 13, 2012
Updated Friday, February 15, 2013

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	District, regional, or BOCES-developed assessment	Dutchess BOCES Developed Kindergarten ELA Summative Assessment
1	District, regional, or BOCES-developed assessment	Dutchess BOCES Developed Grade 1 ELA Summative Assessment
2	District, regional, or BOCES-developed assessment	Dutchess BOCES Developed Grade 2 ELA Summative Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and building principals will collaboratively develop SLOs based on their student rosters using available baseline data and academic background. Individual growth targets will be determined for every student on the roster(s). Teachers growth scores will be based on the percentage of students who meet or exceed their individual growth target on a corresponding 0-20 point HEDI. HEDI scores will be determined using the uploaded attachment "HEDI 2_11"
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in exceptional student growth beyond expectations during the school year. 77% or more of students met or exceeded the SLO target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable measureable and appropriate student growth. 56 – 76% of students met or exceeded the SLO target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student growth that does not meet the established target. 38 – 55% of students met or exceeded the SLO target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student growth. 0 - 37% of students met or exceeded the SLO target.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Dutchess BOCES Developed Kindergarten Math Summative Assessment
1	District, regional, or BOCES-developed assessment	Dutchess BOCES Developed Grade 1 Math Summative Assessment
2	District, regional, or BOCES-developed assessment	Dutchess BOCES Developed Grade 2 Math Summative Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and building principals will collaboratively develop SLOs based on their student rosters using available baseline data and academic background. Individual growth targets will be determined for every student on the roster(s). Teachers growth scores will be based on the percentage of students who meet or exceed their individual growth target on a corresponding 0-20 point HEDI. HEDI scores will be determined using the uploaded attachment "HEDI 2_11"

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in exceptional student growth beyond expectations during the school year. 77% or more of students met or exceeded the SLO target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable measureable and appropriate student growth. 56 – 76% of students met or exceeded the SLO target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student growth that does not meet the established target. 38 – 55% of students met or exceeded the SLO target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student growth. 0 - 37% of students met or exceeded the SLO target.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	All Grade K-8 teachers are Common Branch.
7	Not applicable	All Grade K-8 teachers are Common Branch.

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All Grade K-8 teachers are Common Branch. For Grade 8 Science - Teachers and building principals will collaboratively develop SLOs based on their student rosters using available baseline data and academic background. Individual growth targets will be determined for every student on the roster(s). Teachers growth scores will be based on the percentage of students who meet or exceed their individual growth target on a corresponding 0-20 point HEDI. HEDI scores will be determined using the uploaded attachment "HEDI 2_11"
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	All Grade K-8 teachers are Common Branch. For Grade 8 Science - The work of the teacher results in exceptional student growth beyond expectations during the school year. 77% or more of students met or exceeded the SLO target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	All Grade K-8 teachers are Common Branch. For Grade 8 Science - The work of the teacher results in acceptable measureable and appropriate student growth. 56 – 76% of students met or exceeded the SLO target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	All Grade K-8 teachers are Common Branch. For Grade 8 Science - The work of the teacher results in

	student growth that does not meet the established target. 38 – 55% of students met or exceeded the SLO target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	All Grade K-8 teachers are Common Branch. For Grade 8 Science - The work of the teacher does not result in acceptable student growth. 0 - 37% of students met or exceeded the SLO target.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	All Grade K-8 teachers are Common Branch.
7	Not applicable	All Grade K-8 teachers are Common Branch.
8	Not applicable	All Grade K-8 teachers are Common Branch.

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.	Not Applicable. All Grade K-8 teachers are Common Branch.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not Applicable. All Grade K-8 teachers are Common Branch.
Effective (9 - 17 points) Results meet District goals for similar students.	Not Applicable. All Grade K-8 teachers are Common Branch.
Developing (3 - 8 points) Results are below District goals for similar students.	Not Applicable. All Grade K-8 teachers are Common Branch.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not Applicable. All Grade K-8 teachers are Common Branch.

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	Dutchess BOCES Developed Global 1 Summative Assessment

	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment

American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and building principals will collaboratively develop SLOs based on their student rosters using available baseline data and academic background. Individual growth targets will be determined for every student on the roster(s). Teachers growth scores will be based on the percentage of students who meet or exceed their individual growth target on a corresponding 0-20 point HEDI. HEDI scores will be determined using the uploaded attachment "HEDI 2_11"
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in exceptional student growth beyond expectations during the school year. 77% or more of students met or exceeded the SLO target.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable measureable and appropriate student growth. 56 – 76% of students met or exceeded the SLO target.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student growth that does not meet the established target. 38 – 55% of students met or exceeded the SLO target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student growth. 0 - 37% of students met or exceeded the SLO target.

2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	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.	Dutchess BOCES does not offer Chemistry or Physics. Teachers and building principals will collaboratively develop SLOs based on their student rosters using available baseline data and academic background.

	Individual growth targets will be determined for every student on the roster(s). Teachers growth scores will be based on the percentage of students who meet or exceed their individual growth target on a corresponding 0-20 point HEDI. HEDI scores will be determined using the uploaded attachment "HEDI 2_11"
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in exceptional student growth beyond expectations during the school year. 77% or more of students met or exceeded the SLO target.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable measureable and appropriate student growth. 56 – 76% of students met or exceeded the SLO target.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student growth that does not meet the established target. 38 – 55% of students met or exceeded the SLO target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student growth. 0 - 37% of students met or exceeded the SLO target.

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 graphic at 2.11, below.	Dutchess BOCES does not offer Geometry or Algebra 2. Teachers and building principals will collaboratively develop SLOs based on their student rosters using available baseline data and academic background. Individual growth targets will be determined for every student on the roster(s). Teachers growth scores will be based on the percentage of students who meet or exceed their individual growth target on a corresponding 0-20 point HEDI. HEDI scores will be determined using the uploaded attachment "HEDI 2_11"
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in exceptional student growth beyond expectations during the school year. 77% or more of students met or exceeded the SLO target.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable measureable and appropriate student growth. 56 – 76% of

	students met or exceeded the SLO target.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student growth that does not meet the established target. 38 – 55% of students met or exceeded the SLO target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student growth. 0 - 37% of students met or exceeded the SLO target.

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	Dutchess BOCES Developed 9th Grade ELA Summative Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Dutchess BOCES Developed 10th Grade ELA Summative Assessment
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.	Teachers and building principals will collaboratively develop SLOs based on their student rosters using available baseline data and academic background. Individual growth targets will be determined for every student on the roster(s). Teachers growth scores will be based on the percentage of students who meet or exceed their individual growth target on a corresponding 0-20 point HEDI. HEDI scores will be determined using the uploaded attachment "HEDI 2_11"
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in exceptional student growth beyond expectations during the school year. 77% or more of students met or exceeded the SLO target.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable measureable and appropriate student growth. 56 – 76% of students met or exceeded the SLO target.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student growth that does not meet the established target. 38 – 55% of students met or exceeded the SLO target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student growth. 0 - 37% of students met or exceeded the SLO target.

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
A+ Computer Training	State-approved 3rd party assessment	Computer Repair Technology (NOCTI)
Auto Body	State-approved 3rd party assessment	Collision Repair and Refinishing Technology (NOCTI)
Automotive	State-approved 3rd party assessment	Automotive Technician - Core (NOCTI)
Carpentry	State-approved 3rd party assessment	Carpentry (NOCTI)
Communication Technology - Film Production	State-approved 3rd party assessment	Television Production (NOCTI)
Communication Technology - Graphic Arts	State-approved 3rd party assessment	Visual Communications and Multimedia Design (NOCTI)
Computer	District, Regional or BOCES-developed	Dutchess BOCES developed Commencement Technology Summative Assessment
Cosmetology	State-approved 3rd party assessment	Cosmetology NY Custom (NOCTI)
Culinary Arts / Restaurant Management	State-approved 3rd party assessment	Culinary Arts Cook - Level 2 (NOCTI)
Early Childhood Education	State-approved 3rd party assessment	Early Childhood Education and Care-Basic (NOCTI)
Electrical Construction Technology	State-approved 3rd party assessment	Electrical Occupations (NOCTI)
Introduction to Health Occupations	District, Regional or BOCES-developed	Dutchess BOCES developed Nursing Assistant Summative Assessment
Nurse Assistant	State-approved 3rd party assessment	Nursing Assistant (NOCTI)
Plumbing	State-approved 3rd party assessment	Plumbing (NOCTI)
Practical Nursing	District, Regional or BOCES-developed	Dutchess BOCES developed Practical Nursing Summative Assessment
Security and Law Enforcement	State-approved 3rd party assessment	Security Protective Services (NOCTI)
Small Engine / Turf Equipment	State-approved 3rd party assessment	Small Engine Technology (NOCTI)
Welding	State-approved 3rd party assessment	Welding (NOCTI)
Algebra 1 Part A	District, Regional or BOCES-developed	Dutchess BOCES developed Algebra 1 Part A Summative Assessment
Art, K-12	District, Regional or BOCES-developed	Dutchess BOCES developed Art Summative Assessments K-12

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.	Teachers and building principals will collaboratively develop SLOs based on their student rosters using available baseline data and academic background. Individual growth targets will be determined for every student on the roster(s). Teachers growth scores will be based on the percentage of students who meet or exceed their individual growth target on a corresponding 0-20 point HEDI. HEDI scores will be determined using the uploaded attachment "HEDI 2_11"
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in exceptional student growth beyond expectations during the school year. 77% or more of students met or exceeded the SLO target.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable measureable and appropriate student growth. 56 – 76% of students met or exceeded the SLO target.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student growth that does not meet the established target. 38 – 55% of students met or exceeded the SLO target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student growth. 0 - 37% of students met or exceeded the SLO target.

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/5364/230893-avH4IQNZMh/All Other Courses 2_10_3.pdf

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/5364/230893-TXEtxx9bQW/20 point HEDI Growth_1.pdf

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

3. Local Measures (Teachers)

Created Tuesday, November 13, 2012
Updated Friday, February 15, 2013

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	NYS Grade 3-8 ELA / NYS Alternate Assessment Grade 3-8 ELA
5	6(ii) School wide measure computed locally	NYS Grade 3-8 ELA / NYS Alternate Assessment Grade 3-8 ELA

6	6(ii) School wide measure computed locally	NYS Grade 3-8 ELA / NYS Alternate Assessment Grade 3-8 ELA
7	6(ii) School wide measure computed locally	NYS Grade 3-8 ELA / NYS Alternate Assessment Grade 3-8 ELA
8	6(ii) School wide measure computed locally	NYS Grade 3-8 ELA / NYS Alternate Assessment Grade 3-8 ELA

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.	The same school-wide measure will be used for all teachers Grades K-8. This school-wide measure will be determined using student performance on the NYS Grades 3-8 ELA or NYSAA Grades 3-8 ELA. Local achievement will be based on the percentage of students who meet or exceed scores of 626 on the NYS ELA or 41 on the NYSAA ELA. HEDI score will be determined using the uploaded attachment "Local HEDI".
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student achievement beyond expectations during the school year. 77% or more of students met or exceeded district goal.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measureable and appropriate student achievement. 56 – 76% of students met or exceeded district goals.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student achievement that does not meet the established target. 38 – 55% of students met or exceeded district goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student achievement. 0 - 37% of students met or exceeded district goals.

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	NYS Grade 3 -8 Math / NYS Alternate Assessment Grade 3-8 Math
5	6(ii) School wide measure computed locally	NYS Grade 3 -8 Math / NYS Alternate Assessment Grade 3-8 Math
6	6(ii) School wide measure computed locally	NYS Grade 3 -8 Math / NYS Alternate Assessment Grade 3-8 Math
7	6(ii) School wide measure computed locally	NYS Grade 3 -8 Math / NYS Alternate Assessment Grade 3-8 Math

8	6(ii) School wide measure computed locally	NYS Grade 3 -8 Math / NYS Alternate Assessment Grade 3-8 Math

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.	The same school-wide measure will be used for all teachers Grades K-8. This school-wide measure will be determined using student performance on the NYS Grades 3-8 MATH or NYSAA Grades 3-8 MATH. Local achievement will be based on the percentage of students who meet or exceed scores of 611 on the NYS MATH or 43 on the NYSAA MATH. HEDI score will be determined using the uploaded attachment "Local HEDI".
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student achievement beyond expectations during the school year. 77% or more of students met or exceeded district goal.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measureable and appropriate student achievement. 56 – 76% of students met or exceeded district goals.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student achievement that does not meet the established target. 38 – 55% of students met or exceeded district goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student achievement. 0 - 37% of students met or exceeded district goals.

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/5139/231014-rhJdBgDruP/20 and 15 point HEDI locally selected measures.pdf

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	NYS Grade 3-8 ELA / NYS Alternate Assessment Grade 3-8 ELA

1	6(ii) School-wide measure computed locally	NYS Grade 3-8 ELA / NYS Alternate Assessment Grade 3-8 ELA
2	6(ii) School-wide measure computed locally	NYS Grade 3-8 ELA / NYS Alternate Assessment Grade 3-8 ELA
3	6(ii) School-wide measure computed locally	NYS Grade 3-8 ELA / NYS Alternate Assessment Grade 3-8 ELA

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.	The same school-wide measure will be used for all teachers Grades K-8. This school-wide measure will be determined using student performance on the NYS Grades 3-8 ELA or NYSAA Grades 3-8 ELA. Local achievement will be based on the percentage of students who meet or exceed scores of 626 on the NYS ELA or 41 on the NYSAA ELA. HEDI score will be determined using the uploaded attachment "Local HEDI".
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student achievement beyond expectations during the school year. 77% or more of students met or exceeded district goal.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measureable and appropriate student achievement. 56 – 76% of students met or exceeded district goals.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student achievement that does not meet the established target. 38 – 55% of students met or exceeded district goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student achievement. 0 - 37% of students met or exceeded district goals.

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	NYS Grade 3 -8 Math / NYS Alternate Assessment Grade 3-8 Math
1	6(ii) School-wide measure computed locally	NYS Grade 3 -8 Math / NYS Alternate Assessment Grade 3-8 Math
2	6(ii) School-wide measure computed locally	NYS Grade 3 -8 Math / NYS Alternate Assessment Grade 3-8 Math
3	6(ii) School-wide measure computed locally	NYS Grade 3 -8 Math / NYS Alternate Assessment Grade 3-8 Math

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.	The same school-wide measure will be used for all teachers Grades K-8. This school-wide measure will be determined using student performance on the NYS Grades 3-8 MATH or NYSAA Grades 3-8 MATH. Local achievement will be based on the percentage of students who meet or exceed scores of 611 on the NYS MATH or 43 on the NYSAA MATH. HEDI score will be determined using the uploaded attachment "Local HEDI".
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student achievement beyond expectations during the school year. 77% or more of students met or exceeded district goal.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measureable and appropriate student achievement. 56 – 76% of students met or exceeded district goals.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student achievement that does not meet the established target. 38 – 55% of students met or exceeded district goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student achievement. 0 - 37% of students met or exceeded district goals.

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	Not applicable	All Grade K-8 teachers are Common Branch.
7	Not applicable	All Grade K-8 teachers are Common Branch.
8	Not applicable	All Grade K-8 teachers are Common Branch.

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.	Not Applicable - All Grade K-8 teachers are Common Branch.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable - All Grade K-8 teachers are Common Branch.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable - All Grade K-8 teachers are Common Branch.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable - All Grade K-8 teachers are Common Branch.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable - All Grade K-8 teachers are Common Branch.

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	Not applicable	All Grade K-8 teachers are Common Branch.
7	Not applicable	All Grade K-8 teachers are Common Branch.
8	Not applicable	All Grade K-8 teachers are Common Branch.

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.	Not Applicable - All Grade K-8 teachers are Common Branch.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable - All Grade K-8 teachers are Common Branch.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable - All Grade K-8 teachers are Common Branch.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable - All Grade K-8 teachers are Common Branch.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable - All Grade K-8 teachers are Common Branch.

3.8) High School Social Studies

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

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

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

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.	For courses ending in a Regents Assessment teachers will be given a HEDI rating based on the percentage of students on the roster(s) that meet or exceed a 65 on the Regents Assessment. For all other High School teachers a HEDI Rating will be given based on the percentage of students on the roster(s) that meet or exceed a 65 on the common grade/course final. HEDI score will be determined using the uploaded attachment “local HEDI”.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student achievement beyond expectations during the school year. 77% or more of students passed the Regents Assessment or post assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measureable and appropriate student achievement. 56 – 76% of students passed the Regents Assessment or post assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student achievement that does not meet the established target. 38 – 55% of students passed the Regents Assessment or post assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student achievement. 0 - 37% of students passed the Regents Assessment or post assessment.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	Biology Regents Assessment
Earth Science	3) Teacher specific achievement or growth score computed locally	Earth Science Regents Assessment
Chemistry	Not applicable	Not Applicable - not offered at Dutchess BOCES
Physics	Not applicable	Not Applicable - not offered at Dutchess BOCES

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.	For courses ending in a Regents Assessment teachers will be given a HEDI rating based on the percentage of students on the roster(s) that meet or exceed a 65 on the Regents Assessment. For all other High School teachers a HEDI Rating will be given based on the percentage of students on the roster(s) that meet or exceed a 65 on the common grade/course final. HEDI score will be determined using the uploaded attachment “local HEDI”.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student achievement beyond expectations during the school year. 77% or more of students passed the Regents Assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measureable and appropriate student achievement. 56 – 76% of students passed the Regents Assessment.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student achievement that does not meet the established target. 38 – 55% of students passed the Regents Assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student achievement. 0 - 37% of students passed the Regents Assessment.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	Integrated Algebra Regents Assessment
Geometry	Not applicable	Not Applicable - not offered at Dutchess BOCES
Algebra 2	Not applicable	Not Applicable - not offered t Dutchess BOCES

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.	For courses ending in a Regents Assessment teachers will be given a HEDI rating based on the percentage of students on the roster(s) that meet or exceed a 65 on the Regents Assessment. For all other High School teachers a HEDI Rating will be given based on the percentage of students on the roster(s) that meet or exceed a 65 on the common grade/course final. HEDI score will be determined using the uploaded attachment “local HEDI”.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student achievement beyond expectations during the school year. 77% or more of students passed the Regents Assessment or grade/course final.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measureable and appropriate student achievement. 56 – 76% of students passed the Regents Assessment or grade/course final.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student achievement that does not meet the established target. 38 – 55% of students passed the Regents Assessment or grade/course final.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student achievement. 0 - 37% of students passed the Regents Assessment or grade/course final.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Dutchess BOCES developed 9th Grade ELA Summative Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Dutchess BOCES developed 10th Grade ELA Summative Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For courses ending in a Regents Assessment teachers will be given a HEDI rating based on the percentage of students on the roster(s) that meet or exceed a 65 on the Regents Assessment. For all other High School teachers a HEDI Rating will be given based on the percentage of students on the roster(s) that meet or exceed a 65 on the common grade/course final. HEDI score will be determined using the uploaded attachment “local HEDI”.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student achievement beyond expectations during the school year. 77% or more of students pass the Regents Assessment or grade/course final.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measureable and appropriate student achievement. 56 – 76% of students pass the Regents Assessment or grade/course final.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student achievement that does not meet the established target. 38 – 55% of pass the Regents Assessment or grade/course final.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student achievement. 0 - 37% of students pass the Regents Assessment or grade/course final.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
A+ Computer Training	4) State-approved 3rd party	Computer Repair Technology (NOCTI)
Auto Body	4) State-approved 3rd party	Collision Repair and Refinishing Technology (NOCTI)
Automotive	4) State-approved 3rd party	Automotive Technician - Core (NOCTI)

	Carpentry	4) State-approved 3rd party	Carpentry (NOCTI)
	Communication Technology – Film Production	4) State-approved 3rd party	Television Production (NOCTI)
	Communication Technology – Graphic Arts	4) State-approved 3rd party	Visual Communications and Multimedia Design (NOCTI)
	Computer	5) District/regional/BOCES–developed	Dutchess BOCES developed Commencement Technology Summative Assessment
	Cosmetology	4) State-approved 3rd party	Cosmetology NY Custom (NOCTI)
	Culinary Arts/Restaurant Management	4) State-approved 3rd party	Culinary Arts Cook - Level 2 (NOCTI)
	Early Childhood Education	4) State-approved 3rd party	Early Childhood Education and Care-Basic (NOCTI)
	Electrical Construction Technology	4) State-approved 3rd party	Electrical Occupations (NOCTI)
	Introduction to Health Occupations	5) District/regional/BOCES–developed	Dutchess BOCES developed Nursing Assistant Summative Assessment
	Nurse Assistant	4) State-approved 3rd party	Nursing Assistant (NOCTI)
	Plumbing	4) State-approved 3rd party	Plumbing (NOCTI)
	Practical Nursing	5) District/regional/BOCES–developed	Dutchess BOCES developed Practical Nursing Summative Assessment
	Security Law Enforcement	4) State-approved 3rd party	Security Protective Services (NOCTI)
	Small Engine/Turf Equipment	4) State-approved 3rd party	Small Engine Technology (NOCTI)
	Welding	4) State-approved 3rd party	Welding (NOCTI)
	Algebra 1 Part A	5) District/regional/BOCES–developed	Dutchess BOCES developed Algebra 1 Part A Summative Assessment
	Art, K-12	5) District/regional/BOCES–developed	Dutchess BOCES developed Art Summative Assessments K-12

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For courses ending in a NOCTI Assessment teachers will be given a HEDI rating based on the percentage of students on the roster(s) that meet or exceed the NOCTI Criterion Referenced cut-score provided by NOCTI in their trade area. For all other High School teachers a HEDI

	Rating will be given based on the percentage of students on the roster(s) that meet or exceed a 65 on the common grade/course final. HEDI score will be determined using the uploaded attachment “local HEDI”.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student achievement beyond expectations during the school year. 77% or more of students passed the common grade/course final.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measureable and appropriate student achievement. 56 – 76% of students passed the common grade/course final.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student achievement that does not meet the established target. 38 – 55% of students passed the common grade/course final.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student achievement. 0 - 37% of students passed the common grade/course final.

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

assets/survey-uploads/5139/231014-Rp0Ol6pk1T/All Other Courses 3_12_2.pdf

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/5139/231014-y92vNseFa4/20 and 15 point HEDI locally selected measures.pdf

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.

Not Applicable

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.

Not Applicable

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)

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

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]	60
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	0

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.

The HEDI Point Distribution is as follows:
Highly Effective (59-60 points) - Overall Rubric Average Score: 3.5 - 4.0
Effective (57-58 points) Overall Rubric Average Score: 2.5 - 3.4
Developing (50-56 points) Overall Rubric Average Score: 1.5 - 2.4
Ineffective (0-49 points) Overall Rubric Average Score: 1 - 1.4

Dutchess BOCES has chosen the Danielson 2007 Framework for Teaching as the teacher practice Rubric. Evidence of practice will come from 2 principle sources: direct classroom observation and the examination of artifacts (evidence).

Each Domain within the Framework is weighted equally. Each indicator on the rubric will be given a score from 1 to 4. Each indicator (within each element) is averaged providing an "element" score. All elements (within a Domain) will be averaged in order to determine a "Domain" score. Finally, all four "Domain" scores are averaged in order to determine an overall rubric score. This score (1.0-4.0) will be converted to 0 - 60 points using the Dutchess BOCES Conversion Chart attached. We understand that the composite score reported to the state must be rounded and reported in whole numbers. The rubric score listed on the conversion chart is the minimum score necessary to achieve the corresponding HEDI Point Value.

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/5091/307352-eka9yMJ855/Dutchess BOCES Conversion Chart Table1.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	3.5 - 4.0 (on the four-point rubric scale)
Effective: Overall performance and results meet NYS Teaching Standards.	2.5 - 3.4 (on the four-point rubric scale)
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	1.5 - 2.4 (on the four-point rubric scale)
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	1.0 - 1.4 (on the four-point rubric scale)

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	0
4.6) Observations of Probationary Teachers | Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

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	2
4.7) Observations of Tenured Teachers | Informal/Short	0
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?

- Not Applicable

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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Updated Thursday, February 07, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/307452-Df0w3Xx5v6/TIPP and TIP 1-7-13.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals of annual professional performance reviews shall be limited to those reviews in which a teacher received a rating of "ineffective" or "developing" only. All such appeals shall be submitted in writing within 15 calendar days of the teacher's school year (beginning with the first day of school for teachers) following the issuance of the composite score. Appeals of the issuance of a teacher improvement plan shall be submitted within 15 calendar days of the issuance of the plan. Appeals of the implementation of a teacher improvement plan shall be submitted within 15 calendar days of the date when each specified portion of the teacher improvement plan

was to be implemented. The teacher who is appealing shall send a copy of the appeal to the supervisor who issued the performance review or teacher improvement plan. Failure to submit the appeal within the 15 calendar days shall constitute a waiver of the right to appeal and the appeal shall be deemed abandoned. Any ground not asserted in the appeal shall be deemed waived. The teacher has the burden of proof in the appeal.

Appeals under Education Law §3012-c are limited to the following subjects: (1) Adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c; (2) Adherence to the Commissioner's regulations, as applicable to annual professional performance reviews (3) Compliance with the District's Annual Professional Performance Review Plan and (4) The issuance and/or implementation of a teacher improvement plan under Education Law §3012c.

The teacher must submit a written description of the specific areas of disagreement over the performance review or the issuance and/or implementation of the terms of any improvement plan along with any additional documents or materials relevant to the appeal. Information not submitted with the written appeal shall not be considered.

Steps in the Appeal Process

Step 1: Conference with the Evaluator
Within five (5) calendar days of receipt of the request for appeal the teacher shall conference with the Lead evaluator(s). The conference shall be an informal meeting wherein the authoring administrator and the teacher are able to discuss the evaluation and attempt to resolve the areas of dispute. If the teacher is not satisfied with the outcome of the conference then he/she shall elevate the appeal according to the existing supervisory chain (Assistant Principal, Principal, Executive Director, Deputy Superintendent).

Step 2: Appeal to the District Superintendent
If the teacher is not satisfied with the outcome(s) of Step 1, he/she may appeal to the District Superintendent within five (5) calendar days of the conference. The teacher must forward the initial written appeal to the District Superintendent. The employee who issued the performance review, or was responsible for either the issuance and/or implementation of the terms of the teacher improvement plan must submit a detailed written response to the appeal to the District Superintendent within 15 calendar days of the original appeal. The teacher initiating the appeal shall receive a copy of this response. The District Superintendent shall issue his/her decision, in writing, within 30 calendar days from the date the appeal was commenced.

Step 3: Appeal to the Review Panel
In the event that the teacher is dissatisfied with the result of Step 2, the appeal may be taken to a panel within five (5) calendar days of receipt of the Superintendent's decision. The panel will consist of three (3) District Superintendents from the non-appealing BOCES in the Mid-Hudson JMT Region. Absent exceptional circumstances warranting a brief adjournment not to exceed an additional ten (10) calendar days, upon receipt of the written appeal the panel will convene (in person, by telephone, or electronically) within ten (10) calendar days to review the written record and by consensus develop a written decision.

Step 4: Appeal to an Arbitrator
The final level of the appeal shall be to an Arbitrator. Notice of Intent to arbitrate must be filed with the BOCES within 15 days of the Step 3 decision.

All demands for arbitration shall be filed with:
(a) Susan MacKenzie (c) Jeffrey Selchick
(b) Martin Scheinman (d) Thomas Rinaldo
in order of availability.

The decision shall be final and binding, and not subject to the grievance procedure or to review in any forum, except as set forth in Education Law §3012-c. The arbitrator shall make a decision on an expedited basis not to exceed 60 days. A copy of the decision shall be provided to the teacher and to the employee responsible for issuing the annual professional performance review or issuing and/or implementing the teacher improvement plan, as well as the District Superintendent.

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.

Dutchess BOCES will ensure that all Lead Evaluators / Evaluators are properly trained and certified to complete an individuals performance review.

Lead Evaluator training will be provided by the Dutchess BOCES Network Team certified trainers and will be based on the NYSED

model for certification. The training process will include the NYSED required nine elements of training. The duration of the training is 21 hours on the nine NYS required components listed below:
- New York State Teaching Standards and ISSLC Standards
- Evidence-based Observation
- Application and use of the Student Growth Percentile and Value-Added Growth Model data
- Application and use of State-approved teacher or principal practice rubrics
- Application and use of the State-approved locally selected measures of student achievement
- Use of the Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific consideration in evaluating teachers and principals of English Language Learners (ELLs) and Students with Disabilities (SWDs)

Dutchess BOCES will ensure that Lead Evaluators and Evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

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, January 07, 2013
Updated Thursday, February 07, 2013

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

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

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

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

K-8
9-12
(No response)
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	9 - 12 Career and Technical Education	State-approved 3rd party assessment	NOCTI for Introduction to Health Occupations, Culinary Arts / Restaurant Management, and Cosmetology 1

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.	Teachers and building principals will collaboratively develop teacher SLOs based on student rosters using available baseline data and academic background in Introduction to Health Occupations, Culinary Arts / Restaurant Management, and Cosmetology 1. Individual growth targets will be determined for every student on the course roster(s). The principals growth score will be based on the percentage of students who meet or exceed their individual growth target on a corresponding 0-20 point HEDI. HEDI scores will be determined using the uploaded attachment "HEDI 7_3".
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	A principal will be rated highly effective if 77 - 100% of students meet or exceed their differentiated targets on the associated NOCTI.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A principal will be rated effective if 56 - 76% of students meet or exceed their differentiated targets on the associated NOCTI.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A principal will be rated developing if 38 - 55% of students meet or exceed their differentiated targets on the associated NOCTI.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	A principal will be rated ineffective if 0 - 37% of students meet or exceed their differentiated targets on the associated NOCTI.

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

assets/survey-uploads/5365/307521-lha0DogRNw/20 point HEDI 7_3 Growth Prncipal.pdf

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.

Not Applicable

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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Updated Thursday, February 07, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	K - 8	(d) measures used by district for teacher evaluation	NYS Grade 3 - 8 ELA/Math / NYS Alternate Assessment Grade 3 - 8 ELA / Math
	9-12	(d) measures used by district for teacher evaluation	Regents Assessments/ Dutchess BOCES developed Common Grade/Course Summative Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	K-8: The same school-wide measure will be used for the building principal as is used for all teachers Grades K-8.The K-8 principal will be given a school-wide HEDI rating based on the percentage of all students that meet district goals on the NYS 3-8 ELA/Math or NYS 3-8ELA/Math Alternate Assessment. That school-wide measure is determined using student performance on the NYS 3-8 ELA and Math or NYS 3-8 ELA and Math Alternate Assessment. Local achievement will be based on the percentage of students who meet or exceed scores of 626 on the NYS ELA, 41 on the NYSAA ELA, 611 on the NYS Math, and 43 on the NYSAA Math. HEDI score will be determined using the uploaded attachment (Principals HEDI Locally Selected Measures). Alternative High School: The Principal will be given a HEDI rating based on the percentage of students that meet or exceed a 65 on the Regents Assessment or the common grade/course final. For a list of all assessments see attachment ALT HS Assessments 8_1. HEDI score

	will be determined using the uploaded 15 point HEDi attached (Principals HEDI Locally Selected Measures).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-8: A principal will be rated highly effective if 77% or greater of his or her students meet district goals (see attached). Alternative High School: A principal will be rated highly effective if 77-100% of the students meet their target (see attached).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-8: A principal will be rated effective if 56-76% of his or her students meet district goals (see attached). Alternative High School: A principal will be rated effective if 56-76% of the students meet their target (see attached).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-8: A principal will be rated developing if 38-55% of his or her students meet district goals (see attached). Alternative High School: A principal will be rated developing if 38-55% of the students meet their target (see attached).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-8: A principal will be rated ineffective if 0 - 37% of his or her students meet district goals (see attached). Alternative High School: A principal will be rated ineffective if 0 - 37% of the students meet their target (see attached).

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)

assets/survey-uploads/5366/307589-8o9AH60arN/Alt HS Assessments 8_1.pdf

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

assets/survey-uploads/5366/307589-qBFVOWF7fC/Principals HEDI locally selected measures.pdf

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

In the table below, list all of the grade configurations 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
9-12 Career and Technical Education	(d) measures used by district for teacher evaluation	NOCTI by trade area

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	Career and Technical Institute: The CTE principal will be given a HEDI rating based on the percentage of all

table or graphic below.	students that achieve the NOCTI Criterion Referenced cut-score provided by NOCTI in their trade area. HEDI score will be determined using the uploaded 20 point HEDI attached (Principals HEDI Locally Selected Measures).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated highly effective if 77-100% of the students meet their target (see attached).
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated effective if 56-76% of the students meet their target (see attached).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated developing if 38-55% of the students meet their target (see attached).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated ineffective if 0 - 37% of the students meet their target (see attached).

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

(No response)

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

assets/survey-uploads/5366/307589-T8MlGWUVm1/Principals HEDI locally selected measures.pdf

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.

Not Applicable

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.

If a principal has more than one locally selected measure the sum of the scores will be averaged to calculate a single subcomponent score.

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, January 08, 2013
Updated Monday, February 04, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The HEDI Point Distribution is as follows:
Highly Effective (59-60 points) - Overall Rubric Average Score: 3.5 - 4.0
Effective (57-58 points) - Overall Rubric Average Score: 2.5 - 3.4
Developing (50-56 points) - Overall Rubric Average Score: 1.5 - 2.4
Ineffective (0-49 points) - Overall Rubric Average Score: 1 - 1.4

Dutchess BOCES has chosen the Multidimensional Principal Practice Rubric (MPPR) as the Principal Practice Rubric. Evidence of practice will come from two main sources: direct building visitations and the examination of artifacts (evidence).

Each Domain within the rubric is weighted equally. Each element on the rubric will be given a score from 1 - 4. In order to calculate the rubric score all elements with in a Domain will be averaged to determine a "Domain" score. All of the "Domain" scores will be averaged to determine an overall rubric score. This score (1.0 - 4.0) will be converted to 0 - 60 points using the Dutchess BOCES Conversion Chart attached. We understand that the composite score reported to the state must be rounded and reported in whole numbers. The rubric score listed on the conversion chart is the minimum score necessary to achieve the corresponding HEDI Point Value.

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

assets/survey-uploads/5143/309080-pMADJ4gk6R/Dutchess BOCES Conversion Chart Table1.pdf

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

Highly Effective: Overall performance and results exceed standards.	3.5 - 4.0 (on the four point rubric scale)

Effective: Overall performance and results meet standards.	2.5 - 3.4 (on the four point rubric scale)
Developing: Overall performance and results need improvement in order to meet standards.	1.5 - 2.4 (on the four point rubric scale)
Ineffective: Overall performance and results do not meet standards.	1.0 - 1.4 (on the four point rubric scale)

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, January 08, 2013
Updated Monday, February 04, 2013

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

0-64

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

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

10.2) The 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 Tuesday, January 08, 2013
Updated Monday, February 04, 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/5276/309168-Df0w3Xx5v6/PIP and PIPP 010813.pdf

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals of annual professional performance reviews shall be limited to those reviews in which a principal received a rating of "ineffective" or "developing" only. All such appeals shall be submitted in writing within 15 calendar of the principal's school year (beginning with the first day of school for principals) following the issuance of the composite score. Appeals of the issuance of a principal improvement plan shall be submitted within 15 calendar days of the issuance of the plan. Appeals of the implementation of a principal improvement plan shall be submitted within 15 calendar days of the date when each specified portion of the principal improvement plan was to be implemented. The principal who is appealing shall send a copy of the appeal to the supervisor who issued

the performance review or principal improvement plan. Failure to submit the appeal with the 15 calendar days shall constitute a waiver of the right to appeal and the appeal shall be deemed abandoned. Any ground not asserted in the appeal shall be deemed waived. The principal has the burden of proof in the appeal.

Appeals under Education Law §3012-c are limited to the following subjects: (1) Adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c; (2) Adherence to the Commissioner's regulations, as applicable to annual professional performance reviews (3) Compliance with the District's Annual Professional Performance Review Plan and (4) The issuance and/or implementation of a principal improvement plan under Education Law §3012-c.

The principal must submit a written description of the specific areas of disagreement over the performance review or the issuance and/or implementation of the terms of any improvement plan along with any additional documents or materials relevant to the appeal. Information not submitted with the written appeal shall not be considered.

Steps in the Appeal Process:

Step 1: Conference with the Evaluator(s)
Within five (5) calendar days of receipt of the request for appeal the principal shall conference with the Lead evaluators. The conference shall be an informal meeting wherein the authoring administrator(s) and the principal are able to discuss the evaluation and attempt to resolve the areas of dispute.

Step 2: Appeal to the District Superintendent
If the principal is not satisfied with the outcome of Step 1, he/she may appeal to the District Superintendent within five (5) calendar days of the conclusion of the conference. The principal must forward the initial written appeal to the District Superintendent. The employee who issued the performance review, or was responsible for either the issuance and/or implementation of the terms of the principal improvement plan must submit a detailed written response to the appeal to the District Superintendent within 15 calendar days of the original appeal. The principal initiating the appeal shall receive a copy of this response. The District Superintendent shall issue his/her decision, in writing, within 30 calendar days from the date the appeal was commenced.

Step 3: Appeal to the Review Panel
In the event that the principal is dissatisfied with the result of Step 2, the appeal may be taken to a panel within five (5) calendar days of receipt of the Superintendent's decision. The panel will consist of three (3) District Superintendents from the non-appealing BOCES in the Mid-Hudson JMT Region. Absent exceptional circumstances warranting a brief adjournment not to exceed an additional ten (10) calendar days, upon receipt of the written appeal the panel will convene (in person, by telephone, or electronically) within ten (10) calendar days to review the written record and by consensus develop a written decision.

The decision shall be final and binding, and not subject to the grievance procedure or to review in any forum, except as set forth in Education Law §3012-c. A copy of the decision shall be provided to the principal and to the employee responsible for issuing the annual professional performance review or issuing and/or implementing the principal improvement plan, as well as the District Superintendent.

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.

Dutchess BOCES will ensure that all Lead Evaluators / Evaluators are properly trained and certified to complete an individuals performance review.

Lead Evaluator training will be provided by the Dutchess BOCES Network Team certified trainers and will be based on the NYSED model for certification. The training process will include the NYSED required nine elements of training. The duration of the training is 21 hours on the nine NYS required components listed below:
- New York State Teaching Standards and ISSLC Standards
- Evidence-based Observation
- Application and use of the Student Growth Percentile and Value-Added Growth Model data
- Application and use of State-approved teacher or principal practice rubrics
- Application and use of the State-approved locally selected measures of student achievement
- Use of the Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific consideration in evaluating teachers and principals of English Language Learners (ELLs) and Students with Disabilities (SWDs)

Dutchess BOCES will ensure that Lead Evaluators and Evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, January 08, 2013
Updated Thursday, March 14, 2013

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/5581/309314-3Uqgn5g9Iu/District Certification form with signatures 031313.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.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
A+ Computer Training	State-approved 3rd party assessment	Computer Repair Technology (NOCTI)
Auto Body	State-approved 3rd party assessment	Collision Repair and Refinishing Technology (NOCTI)
Automotive	State-approved 3rd party assessment	Automotive Technician - Core (NOCTI)
Carpentry	State-approved 3rd party assessment	Carpentry (NOCTI)
Communication Technology – Film Production	State-approved 3rd party assessment	Television Production (NOCTI)
Communication Technology – Graphic Arts	State-approved 3rd party assessment	Visual Communications and Multimedia Design (NOCTI)
Computer	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed Commencement Technology Summative Assessment
Cosmetology	State-approved 3rd party assessment	Cosmetology NY Custom (NOCTI)
Culinary Arts/Restaurant Management	State-approved 3rd party assessment	Culinary Arts Cook - Level 2 (NOCTI)
Early Childhood Education	State-approved 3rd party assessment	Early Childhood Education and Care-Basic (NOCTI)
Electrical Construction Technology	State-approved 3rd party assessment	Electrical Occupations (NOCTI)
Introduction to Health Occupations	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed Nursing Assistant Summative Assessment
Nurse Assistant	State-approved 3rd party assessment	Nursing Assistant (NOCTI)
Plumbing	State-approved 3rd party assessment	Plumbing (NOCTI)
Practical Nursing	District, regional, or Dutchess BOCES-developed assessments	Dutchess BOCES developed Practical Nursing Summative Assessment
Security & Law Enforcement	State-approved 3rd party assessment	Security & Protective Services (NOCTI)
Small Engine/Turf Equipment	State-approved 3rd party assessment	Small Engine Technology (NOCTI)
Welding	State-approved 3rd party assessment	Welding (NOCTI)
Algebra 1 Part A	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed Algebra 1 Part A Summative Assessment
Art, K-12	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed Art Summative Assessments K-12
Creative Writing	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed Creative Writing Summative Assessment
Foreign Language	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed IEP Foreign Language Summative Assessment
GED	State Assessment	GED (June Administration)
IEP English	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed IEP English Summative Assessment
IEP History	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed IEP History Summative Assessment
IEP Math	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed IEP Math Summative Assessment
IEP Science	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed IEP Science Summative Assessment
Integrated ELA	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES-developed Business Plan
Participation in Government	District, regional, or Dutchess BOCES-developed assessments	Dutchess BOCES developed Participation in Government (PIG)
Physical Education, K-12	District, regional, or Dutchess BOCES-developed assessments	Dutchess BOCES developed Physical Education Summative Assessments K-12
All other courses not named above	District, regional, or Dutchess BOCES-developed assessments	Dutchess BOCES Developed grade and subject specific summative assessments
Special Education, 3-12	State Assessment	NYSAA
Grades 4 – 8 ELA	State Assessment	Grade Specific NYS ELA Assessment
Grades 4 – 8 Math	State Assessment	Grade Specific NYS Math Assessment

HEDI 20 Points for Student Learning Objectives Growth

The percent of students meeting the defined target will determine the teacher's level of performance as defined below:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
91-100	86-90	77-85	73-76	69-72	65-68	61-64	60	59	58	57	56	53-55	50-52	47-49	44-46	41-43	38-40	30-37	16-29	0-15

Dutchess BOCES

HEDI Points for Student Learning Objectives for All Teachers

HEDI 20 Points for Student Learning Objectives Locally-Selected Measures for Teachers

The percent of students meeting the defined target will determine the teacher's level of performance as defined below:

HIGHLY EFFECTIVE			FFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
91-100	86-90	77-85	73-76	69-72	65-68	61-64	60	59	58	57	56	53-55	50-52	47-49	44-46	41-43	38-40	30-37	16-29	0-15

HEDI 15 Points for Student Learning Objectives Locally-Selected Measures

The percent of students meeting the defined target will determine the teacher's level of performance as defined below:
In the event that any individual receives a NYSED Value-Added Growth Score the following 15-Point HEDI Scale will be used for the Local Point allocation.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
86-100	77-85	74-76	70-73	60-69	58-59	57	56	52-55	47-51	44-46	41-43	38-40	30-37	16-29	0-15

3.12) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
A+ Computer Training	State-approved 3rd party assessment	Computer Repair Technology (NOCTI)
Auto Body	State-approved 3rd party assessment	Collision Repair and Refinishing Technology (NOCTI)
Automotive	State-approved 3rd party assessment	Automotive Technician - Core (NOCTI)
Carpentry	State-approved 3rd party assessment	Carpentry (NOCTI)
Communication Technology – Film Production	State-approved 3rd party assessment	Television Production (NOCTI)
Communication Technology – Graphic Arts	State-approved 3rd party assessment	Visual Communications and Multimedia Design (NOCTI)
Computer	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed Commencement Technology Summative Assessment
Cosmetology	State-approved 3rd party assessment	Cosmetology NY Custom (NOCTI)
Culinary Arts/Restaurant Management	State-approved 3rd party assessment	Culinary Arts Cook - Level 2 (NOCTI)
Early Childhood Education	State-approved 3rd party assessment	Early Childhood Education and Care-Basic (NOCTI)
Electrical Construction Technology	State-approved 3rd party assessment	Electrical Occupations (NOCTI)
Introduction to Health Occupations	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed Nursing Assistant Summative Assessment
Nurse Assistant	State-approved 3rd party assessment	Nursing Assistant (NOCTI)
Plumbing	State-approved 3rd party assessment	Plumbing (NOCTI)
Practical Nursing	District, regional, or Dutchess BOCES-developed assessments	Dutchess BOCES developed Practical Nursing Summative Assessment
Security & Law Enforcement	State-approved 3rd party assessment	Security & Protective Services (NOCTI)
Small Engine/Turf Equipment	State-approved 3rd party assessment	Small Engine Technology (NOCTI)
Welding	State-approved 3rd party assessment	Welding (NOCTI)
Algebra 1 Part A	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed Algebra 1 Part A Summative Assessment
Art, K-12	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed Art Summative Assessments K-12
Creative Writing	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed Creative Writing Summative Assessment
Foreign Language	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed IEP Foreign Language Summative Assessment
GED	State Assessment	GED (June Administration)
IEP English	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed IEP English Summative Assessment
IEP History	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed IEP History Summative Assessment
IEP Math	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed IEP Math Summative Assessment
IEP Science	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed IEP Science Summative Assessment
Integrated ELA	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES-developed Business Plan
Participation in Government	District, regional, or Dutchess BOCES-developed assessments	Dutchess BOCES developed Participation in Government (PIG)
Physical Education, K-12	District, regional, or Dutchess BOCES-developed assessments	Dutchess BOCES developed Physical Education Summative Assessments K-12
All other courses not named above	District, regional, or Dutchess BOCES-developed assessments	Dutchess BOCES Developed grade and subject specific summative assessments
Special Education, 3-12	State Assessment	NYSAA
Grades 4 – 8 ELA	State Assessment	Grade Specific NYS ELA Assessment
Grades 4 – 8 Math	State Assessment	Grade Specific NYS Math Assessment

Dutchess BOCES

HEDI Points for Student Learning Objectives for All Teachers

HEDI 20 Points for Student Learning Objectives Locally-Selected Measures for Teachers

The percent of students meeting the defined target will determine the teacher's level of performance as defined below:

HIGHLY EFFECTIVE			FFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
91-100	86-90	77-85	73-76	69-72	65-68	61-64	60	59	58	57	56	53-55	50-52	47-49	44-46	41-43	38-40	30-37	16-29	0-15

HEDI 15 Points for Student Learning Objectives Locally-Selected Measures

The percent of students meeting the defined target will determine the teacher's level of performance as defined below:
In the event that any individual receives a NYSED Value-Added Growth Score the following 15-Point HEDI Scale will be used for the Local Point allocation.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
86-100	77-85	74-76	70-73	60-69	58-59	57	56	52-55	47-51	44-46	41-43	38-40	30-37	16-29	0-15

Dutchess BOCES Conversion Chart

Overall Rubric Average Score	Composite Score
1	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.05	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.1	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.2	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.25	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.3	37
1.308	38

Dutchess BOCES Conversion Chart

1.317	39
1.325	40
1.333	41
1.342	42
1.35	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.4	49
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2
3.2	58.4
3.3	58.4
3.4	58.4
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60.25

Dutchess BOCES
Teacher Improvement Plan Process

Upon rating a teacher as ineffective or developing, an improvement plan must be developed and commenced no later than ten (10) school days after the first day of the school year for teachers. The evaluator, in conjunction with the teacher, must develop an improvement plan that contains:

1. A clear delineation of the areas in need of improvement that resulted in the ineffective or developing assessment.

2. Specific improvement goal/outcome statements.

3. Differentiated activities (where applicable) to support improvement.

4. A timeline for achieving improvement.

5. Resources to achieve goal.

6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first by December 15 and the second by March 15. A written summary of feedback on progress will be provided within seven days of each meeting. Written comments by the teacher must be received no later than ten (10) school days after receipt of the document.

7. A final written summative assessment delineating progress made with an opportunity for comments by the teacher.

Dutchess BOCES
Teacher Improvement Plan

Name of Teacher: _____

School Building: _____

Areas in Need of Improvement:

Improvement Goal/Outcome/Statements:

Differentiated Activities (where applicable) to Support Improvement:

Method(s) for Assessing Improvement:

Timeline for Achieving Improvement:

Resources:

Dates of Meetings between Supervisor, Teacher, and BFA representative (if requested):

Dutchess BOCES

HEDI 20 Points for Student Learning Objectives Growth for Principals

The percent of students meeting the defined target will determine the principal's level of performance as defined below:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
91-100	86-90	77-85	73-76	69-72	65-68	61-64	60	59	58	57	56	53-55	50-52	47-49	44-46	41-43	38-40	30-37	16-29	0-15

8.1) ALT HS Assessments - Locally Selected Measures (Principal)

Course(s) or Subject(s)	Option	Assessment
Algebra 1 Part A	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed Algebra 1 Part A Summative Assessment
Art, K-12	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed Art Summative Assessments K-12
Foreign Language	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed IEP Foreign Language Summative Assessment
GED	State Assessment	GED (June Administration)
IEP English	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed IEP English Summative Assessment
IEP Math	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed IEP Math Summative Assessment
IEP Science	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed IEP Science Summative Assessment
Participation in Government	District, regional, or Dutchess BOCES-developed assessments	Dutchess BOCES developed Participation in Government (PIG)
Physical Education, K-12	District, regional, or Dutchess BOCES-developed assessments	Dutchess BOCES developed Physical Education Summative Assessments K-12
Computer/Keyboarding	District, regional, or Dutchess BOCES-developed assessments	Dutchess BOCES developed Computer/Keyboarding Summative Assessment
Global 1	District, regional, or Dutchess BOCES-developed assessments	Dutchess BOCES developed Global 1 Summative Assessment
Global 2	Regents Assessment	Global History and Geography Regents
English 9	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed English 9 Summative Assessment
English 10	District, Regional, or Dutchess BOCES-developed	Dutchess BOCES developed English 10 Summative Assessment
English 11	Regents Assessment	Comprehensive English Regents
US History	Regents Assessments	US History and Government Regents
Algebra	Regents Assessment	Integrated Algebra Regents
Earth Science	Regents Assessment	Earth Science Regents
Living Environment	Regents Assessment	Living Environment Regents

HEDI Points for Student Learning Objectives for All Principals

HEDI 20 Points for Student Learning Objectives Locally-Selected Measures for Principals

The percent of students meeting the defined target/goal will determine the principal's level of performance as defined below:

HIGHLY EFFECTIVE			FFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
91-100	86-90	77-85	73-76	69-72	65-68	61-64	60	59	58	57	56	53-55	50-52	47-49	44-46	41-43	38-40	30-37	16-29	0-15

HEDI 15 Points for Student Learning Objectives Locally-Selected Measures for Principals

The percent of students meeting the defined target will determine the principal's level of performance as defined below:
In the event that any individual receives a NYSED Value-Added Growth Score the following 15-Point HEDI Scale will be used for the Local Point allocation.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
86-100	77-85	74-76	70-73	60-69	58-59	57	56	52-55	47-51	44-46	41-43	38-40	30-37	16-29	0-15

HEDI Points for Student Learning Objectives for All Principals

HEDI 20 Points for Student Learning Objectives Locally-Selected Measures for Principals

The percent of students meeting the defined target/goal will determine the principal's level of performance as defined below:

HIGHLY EFFECTIVE			FFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
91-100	86-90	77-85	73-76	69-72	65-68	61-64	60	59	58	57	56	53-55	50-52	47-49	44-46	41-43	38-40	30-37	16-29	0-15

HEDI 15 Points for Student Learning Objectives Locally-Selected Measures for Principals

The percent of students meeting the defined target will determine the principal's level of performance as defined below:
In the event that any individual receives a NYSED Value-Added Growth Score the following 15-Point HEDI Scale will be used for the Local Point allocation.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
86-100	77-85	74-76	70-73	60-69	58-59	57	56	52-55	47-51	44-46	41-43	38-40	30-37	16-29	0-15

Dutchess BOCES Conversion Chart

Overall Rubric Average Score	Composite Score
1	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.05	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.1	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.2	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.25	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.3	37
1.308	38

Dutchess BOCES Conversion Chart

1.317	39
1.325	40
1.333	41
1.342	42
1.35	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.4	49
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2
3.2	58.4
3.3	58.4
3.4	58.4
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60.25

Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan must be developed and commenced no later than ten (10) school days after the first day of the school year for principals. The evaluator, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the areas in need of improvement that resulted in the ineffective or developing assessment.

2. Specific improvement goal/outcome statements.

3. Differentiated activities (where applicable) to support improvement.

4. Timeline for achieving improvement.

5. Resources to achieve goal.

6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first by December 15 and the second by March 15. A written summary of feedback on progress will be provided within seven days of each meeting. Written comments by the principal must be received no later than ten (10) school days after receipt of the document.

7. A final written summative assessment delineating progress made with an opportunity for comments by the principal.

Principal Improvement Plan

Name of Principal: _____

School Building: _____

Areas in Need of Improvement:

Improvement Goal/Outcome/Statements:

Differentiated Activities (where applicable) to Support Improvement:

Method(s) for Assessing Improvement:

Timeline for Achieving Improvement:

Resources:

Dates of Meetings between Evaluator and Principal, and ASA representative (if requested):

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 2/19/13

Teachers Union President Signature: Date:

Jessica DiBartolo 2/19/2013

Administrative Union President Signature: Date:

2/19/2013

Board of Education President Signature: Date: 3/13/13