



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

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

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

October 3, 2013

Revised

Donald Ogilvie, Superintendent
Erie One BOCES
355 Harlem Road
West Seneca, NY 14224

Dear Superintendent Ogilvie:

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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Friday, September 06, 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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

14910000000

1.2) School District Name:

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

Erie 1 BOCES

1.3) Assurances

Please check all of the boxes below:

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

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval Checked

1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Tuesday, September 24, 2013

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses 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, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Erie 1 BOCES-developed Grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	Erie 1 BOCES-developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Erie 1 BOCES-developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

The district established a target of 80% of students needing to meet their individual growth targets. The reason for assigning 80% to receive 17 points (which is the maximum number of points a teacher can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 20 which had a larger range.

Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be

utilized to determine the number of points assigned to teachers. Using data results from district developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "HEDI Scoring Bands for Growth SLO - Erie 1 BOCES Teachers" (attached).

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

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	Erie 1 BOCES-developed Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	Erie 1 BOCES-developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Erie 1 BOCES-developed Grade 2 Math Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

The district established a target of 80% of students needing to meet their individual growth targets. The reason for assigning 80% to receive 17 points (which is the maximum number of points a teacher can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 20 which had a larger range.

Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be

utilized to determine the number of points assigned to teachers. Using data results from district developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "HEDI Scoring Bands for Growth SLO - Erie 1 BOCES Teachers" (attached).

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Erie 1 BOCES-developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Erie 1 BOCES-developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

The district established a target of 80% of students needing to meet their individual growth targets. The reason for assigning 80% to receive 17 points (which is the maximum number of points a teacher can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 20 which had a larger range.

Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject

areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers. Using data results from district developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "HEDI Scoring Bands for Growth SLO - Erie 1 BOCES Teachers" (attached).

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Erie 1 BOCES-developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Erie 1 BOCES-developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Erie 1 BOCES-developed Grade 8 Social Studies Assessment

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

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

The district established a target of 80% of students needing to meet their individual growth targets. The reason for assigning 80% to receive 17 points (which is the maximum number of points a teacher can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 20 which had a larger range.

Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers.

Using data results from district developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "HEDI Scoring Bands for Growth SLO - Erie 1 BOCES Teachers" (attached).

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

Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.

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

Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.

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

Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.

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

Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

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	Erie 1 BOCES-developed Grade 9 Global 1 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 measuring student growth on the assessments listed for this Task.

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

The district established a target of 80% of students needing to meet their individual growth targets. The reason for assigning 80% to receive 17 points (which is the maximum number of points a teacher can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 20 which had a larger range.

Targets will be established in accordance with guidance from

the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers. Using data results from district developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "HEDI Scoring Bands for Growth SLO - Erie 1 BOCES Teachers" (attached).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

2.7) High School Science Regents Courses

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

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

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

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

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

The district established a target of 80% of students needing to meet their individual growth targets. The reason for assigning 80% to receive 17 points (which is the maximum number of points a teacher can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 20 which had a larger range.

Targets will be established in accordance with guidance from

the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers. Using data results from district developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "HEDI Scoring Bands for Growth SLO - Erie 1 BOCES Teachers" (attached).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

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

The district established a target of 80% of students needing to meet their individual growth targets. The reason for assigning 80% to receive 17 points (which is the maximum number of points a teacher can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals

for each point in the category with the exception of zero and 20 which had a larger range.

Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers. Using data results from district developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "HEDI Scoring Bands for Growth SLO - Erie 1 BOCES Teachers" (attached).

For the 2013-2014 school year only, Erie 1 BOCES will administer the NYS Integrated Algebra Regents in addition to the NYS Common Core Algebra Regents Exam. We will use the higher of the two exam scores for evaluation purposes.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

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	Erie 1 BOCES-developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Erie 1 BOCES-developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Regents ELA Grade 11 Assessment

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

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common

Core English Regents, or both and how the HEDI process will be adjusted accordingly.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The district established a target of 80% of students needing to meet their individual growth targets. The reason for assigning 80% to receive 17 points (which is the maximum number of points a teacher can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 20 which had a larger range.</p> <p>Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers. Using data results from district developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "HEDI Scoring Bands for Growth SLO - Erie 1 BOCES Teachers " (attached).</p> <p>Finally for Grade 11 ELA, Erie 1 BOCES will administer the Comprehensive English Regents Assessment.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.</p>

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
Career and Technical Education 1 Year Programs	District, Regional or BOCES-developed	Erie 1 BOCES-developed CTE subject-specific Assessments
Career and Technical Education 2 Year Programs - Year 1	District, Regional or BOCES-developed	Erie 1 BOCES-developed CTE subject-specific Assessments
Career and Technical Education 2 Year Programs - Year 2	State-approved 3rd party assessment	NOCTI Assessments: Apparel and Textile Production and Merchandising, Architectural Drafting, Automotive Technician Core, Carpentry, Computer Networking Fundamentals, Computer Programming, Collision Repair Technology, Cosmetology, Commercial Foods, Criminal Justice, Early Childhood Education and Care-Basic,

		Electrical Construction Technology, Electronics, Nail Specialty, Nursing Assistant, Pre-engineering/Engineering Technology, Television Production, Welding
Art	District, Regional or BOCES-developed	Erie 1 BOCES-developed Grades 6-12 Art Assessments
LOTE	District, Regional or BOCES-developed	Erie 1 BOCES-developed Grades 7-12 LOTE Assessments
Physical Education	District, Regional or BOCES-developed	Erie 1 BOCES-developed Grades 6-12 Physical Education Assessments
Health	District, Regional or BOCES-developed	Erie 1 BOCES-developed Grades 6-12 Health Assessments
All special education courses that end in the NYSAA	State Assessment	NYSAA
All other teachers not named above	District, Regional or BOCES-developed	Erie 1 BOCES-developed Grades K-12 subject-specific Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>The district established a target of 80% of students needing to meet their individual growth targets. The reason for assigning 80% to receive 17 points (which is the maximum number of points a teacher can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 20 which had a larger range.</p> <p>Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers. Using data results from district developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "HEDI Scoring Bands for Growth SLO - Erie 1 BOCES Teachers " (attached).</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.

Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/580302-TXEttx9bQW/HEDI Scoring Bands For Growth SLO - Erie 1 BOCES Teachers.pdf

2.12) Locally Developed Controls

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

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

Not Applicable

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked

2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 4 ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 5 ELA Assessment
6	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 6 ELA Assessment

7	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 8 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>The district established a target of 80% of students needing to meet their individual achievement targets. The reason for assigning 80% to receive 13 points (which is the maximum number of points a teacher can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 15 which had a larger range.</p> <p>Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement - Erie 1 BOCES Teachers" (attached). 13 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting their target will result in a highly effective score.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-80% of students meeting their target will result in an effective score.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-60% of students meeting their target will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting their target will result in an ineffective score.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 4 Math Assessment
5	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 5 Math Assessment
6	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 8 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>The district established a target of 80% of students needing to meet their individual achievement targets. The reason for assigning 80% to receive 13 points (which is the maximum number of points a teacher can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 15 which had a larger range.</p> <p>Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement - Erie 1 BOCES Teachers" (attached). 13 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting their target will result in a highly effective score.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-80% of students meeting their target will result in an effective score.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-60% of students meeting their target will result in a developing score.

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

0-40% of students meeting their target will result in an ineffective score.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/580303-rhJdBgDruP/Local Achievement- Erie 1 BOCES Teachers.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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	Erie 1 BOCES-developed Grade K ELA Assessment
1	5) District, regional, or BOCES-developed assessments	Erie 1 BOCES-developed Grade 1 ELA Assessment
2	5) District, regional, or BOCES-developed assessments	Erie 1 BOCES-developed Grade 2 ELA Assessment
3	5) District, regional, or BOCES-developed assessments	Erie 1 BOCES-developed Grade 3 ELA Assessment

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

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

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

The district established a target of 80% of students needing to meet their individual achievement targets. The reason for assigning 80% to receive 17 points (which is the maximum number of points a teacher can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 20 which had a larger range.

Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement - Erie 1 BOCES Teachers" (attached). 17 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of

	students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting their target will result in a highly effective score.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-80% of students meeting their target will result in an effective score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-60% of students meeting their target will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting their target will result in an ineffective score.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade K Math Assessment
1	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 2 Math Assessment
3	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 3 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district established a target of 80% of students needing to meet their individual achievement targets. The reason for assigning 80% to receive 17 points (which is the maximum number of points a teacher can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 20 which had a larger range.
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Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement - Erie 1 BOCES Teachers" (attached). 17 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.

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

81-100% of students meeting their target will result in a highly effective score.

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

61-80% of students meeting their target will result in an effective score.

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

41-60% of students meeting their target will result in a developing score.

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

0-40% of students meeting their target will result in an ineffective score.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 8 Science Assessment

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

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

The district established a target of 80% of students needing to meet their individual achievement targets. The reason for assigning 80% to receive 17 points (which is the maximum number of points a teacher can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 20 which had a larger range.

Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement - Erie 1 BOCES Teachers" (attached). 17 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.

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

81-100% of students meeting their target will result in a highly effective score.

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

61-80% of students meeting their target will result in an effective score.

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

41-60% of students meeting their target will result in a developing score.

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

0-40% of students meeting their target will result in an ineffective score.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES-developed assessments	Erie 1 BOCES-developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES-developed assessments	Erie 1 BOCES-developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES-developed assessments	Erie 1 BOCES-developed Grade 8 Social Studies Assessment

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

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

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

The district established a target of 80% of students needing to meet their individual achievement targets. The reason for assigning 80% to receive 17 points (which is the maximum number of points a teacher can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The

distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 20 which had a larger range.

Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement - Erie 1 BOCES Teachers" (attached). 17 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting their target will result in a highly effective score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-80% of students meeting their target will result in an effective score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-60% of students meeting their target will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting their target will result in an ineffective score.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 9 Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 10 Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 11 American History 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.	The district established a target of 80% of students needing to meet their individual achievement targets. The reason for assigning 80% to receive 17 points (which is the maximum number of points a teacher can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 20 which had a larger range.
	Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement - Erie 1 BOCES Teachers" (attached). 17 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting their target will result in a highly effective score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-80% of students meeting their target will result in an effective score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-60% of students meeting their target will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting their target will result in an ineffective score.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES-developed assessments	Erie 1 BOCES-developed Grade 10 Living Environment Assessment
Earth Science	5) District, regional, or BOCES-developed assessments	Erie 1 BOCES-developed Grade 9 Earth Science Assessment
Chemistry	5) District, regional, or BOCES-developed assessments	Erie 1 BOCES-developed Grade 11 Chemistry Assessment
Physics	5) District, regional, or BOCES-developed assessments	Erie 1 BOCES-developed Grade 12 Physics Assessment

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The district established a target of 80% of students needing to meet their individual achievement targets. The reason for assigning 80% to receive 17 points (which is the maximum number of points a teacher can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 20 which had a larger range.</p> <p>Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement - Erie 1 BOCES Teachers" (attached). 17 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>81-100% of students meeting their target will result in a highly effective score.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>61-80% of students meeting their target will result in an effective score.</p>
<p>Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>41-60% of students meeting their target will result in a developing score.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-40% of students meeting their target will result in an ineffective score.</p>

3.10) High School Math

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

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

Locally-Selected Measure from List of Approved Measures	Assessment
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Algebra 1	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 9 Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 11 Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 10 Algebra 2 Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The district established a target of 80% of students needing to meet their individual achievement targets. The reason for assigning 80% to receive 17 points (which is the maximum number of points a teacher can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 20 which had a larger range.</p> <p>Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement - Erie 1 BOCES Teachers" (attached). 17 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting their target will result in a highly effective score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-80% of students meeting their target will result in an effective score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-60% of students meeting their target will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting their target will result in an ineffective score.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 11 ELA 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.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The district established a target of 80% of students needing to meet their individual achievement targets. The reason for assigning 80% to receive 17 points (which is the maximum number of points a teacher can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 20 which had a larger range.</p> <p>Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement - Erie 1 BOCES Teachers" (attached). 17 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	81-100% of students meeting their target will result in a highly effective score.

achievement for grade/subject.	
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-80% of students meeting their target will result in an effective score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-60% of students meeting their target will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting their target will result in an ineffective score.

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
Career and Technical Education 1 Year Programs	5) District/regional/BOCES-developed	Erie 1 BOCES-developed CTE subject-specific Assessments
Career and Technical Education 2 Year Programs - Year 1	5) District/regional/BOCES-developed	Erie 1 BOCES-developed CTE subject-specific Assessments
Career and Technical Education Programs 2 Year Programs - Year 2	4) State-approved 3rd party	NOCTI Assessments: Apparel and Textile Production and Merchandising, Architectural Drafting, Automotive Technician Core, Carpentry, Computer Networking Fundamentals, Computer Programming, Collision Repair Technology, Cosmetology, Commercial Foods, Criminal Justice, Early Childhood Education and Care-Basic, Electrical Construction Technology, Electronics, Nail Specialty, Nursing Assistant, Pre-engineering/Engineering Technology, Television Production, Welding
Art	5) District/regional/BOCES-developed	Erie 1 BOCES-developed Grades 6-12 Art Assessments
LOTE	5) District/regional/BOCES-developed	Erie 1 BOCES-developed Grades 7-12 LOTE Assessments
Physical Education	5) District/regional/BOCES-developed	Erie 1 BOCES-developed Grades 6-12 Physical Education Assessments
Health	5) District/regional/BOCES-developed	Erie 1 BOCES-developed Grades 6-12 Health Assessments
All other teachers not named above	5) District/regional/BOCES-developed	Erie 1 BOCES-developed Grades K-12 subject-specific Assessments

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The district established a target of 80% of students needing to meet their individual achievement targets. The reason for assigning 80% to receive 17 points (which is the maximum number of points a teacher can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 20 which had a larger range.</p> <p>Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement - Erie 1 BOCES Teachers" (attached). 17 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>81-100% of students meeting their target will result in a highly effective score.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>61-80% of students meeting their target will result in an effective score.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>41-60% of students meeting their target will result in a developing score.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-40% of students meeting their target will result in an ineffective score.</p>

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/580303-y92vNseFa4/Local Achievement- Erie 1 BOCES Teachers.pdf

3.14) Locally Developed Controls

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

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.

Erie 1 BOCES will combine multiple locally selected measures by assessing each locally selected measure separately, calculating the point value (0-15 or 0-20), then averaging the point values proportionately based on the number of students assessed in each measure. The rating always rounds to the nearest whole number; $\geq .5$ rounds up and $\leq .5$ rounds down.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, September 24, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Process for Assigning Points and Determining HEDI Ratings

40 points will be determined from Charlotte Danielson's Framework for Teaching 2011 Domains 2 and 3 used during classroom observations. Each of the 5 components for each Domain will be worth 4 possible points each, totaling 40 points. Using multiple observations, the total average score for each component will be calculated.

10 points will be determined from Charlotte Danielson's Framework for Teaching 2011 Domain 1 used at the end of the year meeting, based on a review of the artifacts and evidence brought to the meeting. Each of the 6 components will be worth 4 possible points each, totaling 24 points.

The point conversion chart (attachment section "Point Conversion Chart for Danielson's Domains 1 and 4") will be used to calculate the final points.

10 points will be determined from Charlotte Danielson's Framework for Teaching 2011 Domain 4 used at the end of the year meeting, based on a review of the artifacts and evidence brought to the meeting. Each of the 6 components will be worth 4 possible points each, totaling 24 points.

The point conversion chart (attachment section "Point Conversion Chart for Danielson's Domains 1 and 4") will be used to calculate the final points.

Finally, total points earned from Domains 2 and 3 (40 possible points, multiple observations) will be combined with Domains 1 (10 possible points) and Domains 4 (10 possible points) and the point conversion chart (attachment sections "APPR Point Conversion Chart for Other Measure of Teacher Effectiveness") will be used to calculate final points for the entire Other Measures of Effectiveness (Teachers) portion of the composite score.

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

assets/survey-uploads/12179/580304-eka9yMJ855/Other Measures of Effectiveness - Erie 1 Teachers_1.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.	The teacher exceeds the standards and applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning. Teachers will receive a rating of Highly Effective for the "other measures" sub-component when they earn a final average score between 55-60.
Effective: Overall performance and results meet NYS Teaching Standards.	The teacher applies relevant instructional practices that have a positive impact on student learning. Teachers will receive a rating of Effective for the "other measures" sub-component when they earn a final average score between 46-54.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased. Teachers will receive a rating of Developing for the "other measures" sub-component when they earn a final average score between 32-45.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The practices are not being used or need reconsideration because they are not having their intended effects on student learning. Teachers will receive a rating of Ineffective for the "other measures" sub-component when they earn a final average score between 10-31.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
------------------	-------

Effective	57-58
Developing	50-56
Ineffective	0-49

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
---	---

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, September 06, 2013

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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.

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

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

Where there is no Value-Added measure

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

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

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

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

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

Overall Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above

91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

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Updated Friday, September 06, 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. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

[assets/survey-uploads/12193/580306-Df0w3Xx5v6/Teacher Improvement Plan - Erie 1 BOCES Teachers 2013-2014.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:

Appeal Process

1. The appeal process for a teacher's APPR is only available to a teacher who received an overall total composite effectiveness score of ineffective or developing.

2. A unit member may appeal the:

- a. Substance of the Annual Professional Performance Review (APPR);
- b. District's adherence to the standards and methodologies required for such review;
- c. District's compliance with applicable locally negotiated procedures for conducting the APPR;
- d. District's issuance and/or implementation of the terms of the Teacher Improvement Plan;
- e. District's adherence to regulations of the Commissioner of Education applicable to such review.

3. Such appeal must be submitted in writing to the administrator developing and implementing the APPR or Teacher Improvement Plan. The written submission must explain in detail the specific basis for the appeal. The appeal, based on one or more of the grounds listed in section 2 above, must be submitted within seven (7) school days of the issuance of the APPR or Teacher Improvement Plan, or it is deemed waived. Along with his or her written appeal, the unit member may submit copies of any supporting documentation or written materials specific to the point(s) of disagreement and relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is initially filed shall not be considered.

4. Within seven (7) school days of receipt of the appeal, the administrator conducting the APPR or Teacher Improvement Plan shall submit a written determination on the merits of the appeal. The District administrator's response shall include copies of any and all additional documents or written materials that he or she considered in reaching a decision. The absence of a determination shall be deemed a denial of the appeal.

5. If the member received an "ineffective" or "developing" rating and disagrees with the administrator's determination of the appeal, the teacher may appeal further by submitting a copy of the appeal, the determination, and a written statement explaining in detail the basis for disagreement either directly to the office of the District Superintendent or to the office of the Director of Human Resources. The appeal must be received in the office of the District Superintendent or the office of the Director of Human Resources within seven (7) school days of teacher's receipt of the administrator's determination. The Director of Human Resources will convene a Labor-Management Panel to review the appeal. The Labor-Management Panel will consist of three (3) members of the EPEA as chosen by the unit president or designee and two (2) District representatives as chosen by the District Superintendent or designee but excluding the District Superintendent, the evaluating administrator and the unit member appealing his or her APPR or Teacher Improvement Plan as part of the Panel. The Labor-Management Panel shall provide the unit member with the opportunity to meet with the Panel within ten (10) school days of the date the teacher's request was received, and shall render a final recommendation on the appeal within seven (7) school days after the date on which the unit member was provided the opportunity to meet with the Panel. This recommendation will be delivered by the unit president to the District Superintendent who will make the final determination of the appeal within ten (10) school days upon receipt of the recommendation from the Panel.

6. The decision of the District Superintendent (or the decision of the District Administrator if not appealed to the Labor-Management Panel) shall be final and binding on all parties. It shall not be subject to any further appeal through any other process including grievance or arbitration contained within Article 3 of the collective bargaining agreement.

7. Unit members may not file more than one appeal regarding the same APPR or Teacher Improvement Plan. All grounds for appealing a particular APPR must be raised with specificity within the initial appeal. Any grounds not raised at the time of the appeal is filed shall be deemed waived.

8. The above appeals procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a unit member's APPR or Teacher Improvement Plan. Unit members may not resort to any other grievance or arbitration procedures contained within the collective bargaining agreement or to any administrative or judicial forum for the resolution of challenges and appeals related to the APPR or Teacher Improvement Plan.

9. "School days" as used in this section shall mean days when teacher attendance is required.

6.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

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

In order to re-certify Lead Evaluators and evaluators, all Lead Evaluators and evaluators will complete training through the Erie 1 BOCES Instructional Resource Team, which consist of 8 1/2 day trainings throughout the year. New Administrators would take four additional 1/2 day trainings to be initially certified. These trainings will include the nine required elements as outlined in 30-2.9(b).

In addition, collaborative review and analysis of observation-based evidence and other professional evidence within Danielson's 2011 Rubric will take place during regular monthly administrative council/management team meetings and evaluator training meetings in order to ensure inter-rater reliability. Each Lead Evaluator and evaluator will receive a minimum of six hours for this training.

Lead evaluators and evaluators will utilize authentic evidence gathered during actual teacher observations, they will jointly review 3rd party-provided video lessons, and they will discuss and review the nine criteria areas.

All documentation of training and development activities will be kept on file. Upon gathering ample documentation that evaluators and lead evaluators have been properly trained, the Superintendent will make the recommendation for the Board of Education to certify each evaluator to conduct evaluations.

The in-district activities outlined and participation in regional meetings and trainings will be ongoing, and documentation of training will continue in order for all evaluators to be re-certified each year.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of

the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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Updated Wednesday, October 02, 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.

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

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

3-6
7-12
(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(s) provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved	Checked

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
9-12 Career and Technical Education - 1 Year Programs and 2 Year Programs (Year 1 of coursework)	District, regional, or BOCES-developed	Erie 1 BOCES-developed 9-12 CTE Assessments
9-12 Career and Technical Education - 2 Year Programs (Year 2 of coursework)	State-approved 3rd party assessment	NOCTI Assessments: Apparel and Textile Production and Merchandising, Architectural Drafting, Automotive Technician Core, Carpentry, Computer Networking Fundamentals, Computer Programming, Collision Repair Technology, Cosmetology, Commercial Foods, Criminal Justice, Early Childhood Education and Care-Basic, Electrical Construction Technology, Electronics, Nail Specialty, Nursing Assistant, Pre-engineering/Engineering Technology, Television Production, Welding
K-12 - 12:1:1, 8:1:1, 6:1:1	State assessment	NYSAA
3-12 - 12:1:1, 8:1:1, 6:1:1	State assessment	NYS 3-8 ELA and Math Assessments and NYS Regents Exams: NYS Common Core Algebra/Integrated Algebra Regents, NYS Comprehensive English Regents, Living Environment, Physical Setting/Physics, Algebra 2/Trigonometry, US History and Government, Geometry, Physical Setting/Earth Science, Physical Setting/Chemistry, Global History and Geography
3-6; 7-12	State assessment	NYS Grade-specific ELA and Math Assessments and NYS Regents Exams: NYS Common Core Algebra/Integrated Algebra Regents, NYS Comprehensive English Regents, Living

Environment, Physical Setting/Physics, Algebra 2/Trigonometry, US History and Government, Geometry, Physical Setting/Earth Science, Physical Setting/Chemistry, Global History and Geography

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.

The district established a target of 80% of students needing to meet their individual growth targets. The reason for assigning 80% to receive 17 points (which is the maximum number of points a principal/supervisor can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 20 which had a larger range.

Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to principals/supervisors. Using data results from district developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, principals/supervisors will be assigned 0-20 points within the HEDI rating categories as identified on the "HEDI Scoring Bands For Growth SLO - Erie 1 BOCES Principals and Supervisors" (attached).

Where applicable, the SGP/VA for grades 4-8 State ELA and Math will be based on the state-provided score and will be proportionately weighted with the HEDI results from any other additional SLOs. Back-up SLOs will be created for teachers and administrators with students taking the grade-specific ELA and math State Assessments and Regents Exams where applicable. The process listed above will be utilized for this purpose. Note - For the 3-6 student population only the grade-specific ELA and math assessments will be utilized.

For the 2013-2014 school year only, Erie 1 BOCES will administer the NYS Integrated Algebra Regents in addition to the NYS Common Core Algebra Regents Exam. We will use the higher of the two exam scores for evaluation purposes. Also, Erie 1 BOCES will administer the NYS Comprehensive English Regents.

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

Principals will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principals will receive a rating of Effective when 61-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principals will receive a rating of Developing when 41-60% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Principals will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

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

assets/survey-uploads/12156/580307-lha0DogRNw/HEDI Scoring Bands For Growth SLO - Erie 1 BOCES Principals and Supervisors_1.pdf

7.4) Special Considerations for Comparable Growth Measures

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

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

Based on the diverse student population served by Erie 1 BOCES, targets for Comparable Growth Measures will be set taking into consideration student prior academic history, students with disabilities, English language learners, and students in poverty.

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:	Checked

<http://www.engageny.org/resource/student-learning-objectives-guidance-document>.

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)

Created Tuesday, April 30, 2013

Updated Monday, September 30, 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.

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
3-6	(d) measures used by district for teacher evaluation	Erie 1 BOCES-developed grade/subject-specific Assessments
7-12	(d) measures used by district for teacher evaluation	Erie 1 BOCES-developed grade/subject-specific 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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The district established a target of 80% of students needing to meet their individual achievement targets. The reason for assigning 80% to receive 13 points (which is the maximum number of points a principal/supervisor can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 15 which had a larger range.</p> <p>Measures and the associated assessments in this section will be used to measure student achievement. All principals/supervisors will share the same HEDI structure from "Local Measure - Erie 1 BOCES Principals & Supervisors" (attached). 13 "Effective"</p>
--	---

points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

81-100% of students meeting their target will result in a highly effective score.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

61-80% of student meeting their target will result in an effective score.

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

41-60% of students meeting their target will result in a developing score.

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

0-40% of students meeting their target will result in an ineffective score.

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

(No response)

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

assets/survey-uploads/12190/580308-qBFVOWF7fC/Local Measure - Erie 1 BOCES Principals and Supervisors.pdf

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

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

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

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 - 1 Year and 2 Year Programs (Year 1 of coursework)	(d) measures used by district for teacher evaluation	Erie 1 BOCES - developed 9-12 CTE Assessments
9-12 Career and Technical Education - 2 Year Programs (Year 2 of coursework)	(d) measures used by district for teacher evaluation	NOCTI Assessments - Apparel and Textile Production and Merchandising, Architectural Drafting, Automotive Technician Core, Carpentry, Computer Networking Fundamentals, Computer Programming, Collision Repair Technology, Cosmetology, Commercial Foods, Criminal Justice, Early Childhood Education and Care-Basic, Electrical Construction Technology, Electronics, Nail Specialty, Nursing Assistant, Pre-engineering/Engineering Technology, Television Production, Welding
K-12, 12:1:1, 8:1:1, 6:1:1	(d) measures used by district for teacher evaluation	Erie 1 BOCES-developed K-12 grade/subject-specific Assessments
7-12	(d) measures used by district for teacher evaluation	Erie 1 BOCES-developed 7-12 grade/subject-specific Assessments
3-12, 12:1:1, 8:1:1, 6:1:1	(d) measures used by district for teacher evaluation	Erie 1 BOCES-developed 3-12 grade/subject-specific 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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The district established a target of 80% of students needing to meet their individual achievement targets. The reason for assigning 80% to receive 17 points (which is the maximum number of points a principal/supervisor can receive in the Effective category) was a reasonable, but rigorous target based on the diversity of the student populations we service in Alternative Education, Special Education and Career and Technical Education. The distribution of percentages for the remaining points for each H.E.D.I. category were calculated to be approximately the same intervals for each point in the category with the exception of zero and 20 which had a larger range.</p> <p>Measures and the associated assessments in this section will be used to measure student achievement. All principals/supervisors will share the same HEDI structure from "Local Measure - Erie 1 BOCES Principals & Supervisors" (attached). 17 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>81-100% of students meeting their target will result in a highly effective score.</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>61-80% of student meeting their target will result in an effective score.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>41-60% of students meeting their target will result in a developing score.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-40% of students meeting their target will result in an ineffective score.</p>

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

(No response)

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

assets/survey-uploads/12190/580308-T8MIGWUVm1/Local Measure - Erie 1 BOCES Principals and Supervisors.pdf

8.3) Locally Developed Controls

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

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.

Erie 1 BOCES will combine multiple locally selected measures by assessing each locally selected measure separately, calculating the point value (0-15 or 0-20), then averaging the point values proportionately based on the number of students assessed in each measure. The rating always rounds to the nearest whole number; $\geq .5$ rounds up and $\leq .5$ rounds down.

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, April 30, 2013

Updated Wednesday, October 02, 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 point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

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

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(No response)
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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)
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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)
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9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)
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9.5) Survey Tool(s) (if applicable)

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

(No response)

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

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
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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)
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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)
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District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

60% of each principal's performance evaluation will be based on the Multidimensional Rubric. Specifically, each principal will be give a score of 1-4 on each observed element in the rubric (1=Ineffective, 2=Developing, 3=Effective, 4=Highly Effective). The following MPPR domains will be scored on the above rating scale: Domain 1 - Shared Vision of Learning, Domain 2 - School Culture and Instructional Program, Domain 3 - Safe, Efficient, Effective Learning Environment, Domain 4 - Community, Domain 5 - Integrity, Fairness, Ethics, Domain 6 - Political, Social, Economic, Legal and Cultural Context, Other - Goal Setting and Attainment. The 0-30 scores from each observation will be added together to result in the 0-60 HEDI score.

For each observation (1 announced and 1 unannounced), the total score from the six domains and the "Other: Goal Setting and Attainment" section of the rubric will be averaged to determine the principal's rubric score between 1 and 4. This averaged rubric score will then be converted using the HEDI score (0 to 30) as indicated in the attached worksheet and conversion chart.

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

[assets/survey-uploads/12205/580309-pMADJ4gk6R/MPPR Worksheet and Conversion Chart 2013-2014.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.	Principals will receive a rating of Highly Effective for the "Other Measures" sub-component when they earn a final average rubric score between 3.7 and 4.0, as identified on the attached conversion chart.
---	--

Effective: Overall performance and results meet standards.	Principals will receive a rating of Effective for the "Other Measure" sub-component when they earn a final average rubric score between 3.0 and 3.6, as identified on the attached conversion chart.
Developing: Overall performance and results need improvement in order to meet standards.	Principals will receive a rating of Developing for the "Other Measure" sub-component when they earn a final average rubric score between 1.8 and 2.9, as identified on the attached conversion chart.
Ineffective: Overall performance and results do not meet standards.	Principals will receive a rating of Ineffective for the "Other Measure" sub-component when they earn a final average rubric score between 1.0 and 1.7, as identified on the attached conversion chart.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	53-60
Effective	40-52
Developing	15-39
Ineffective	0-14

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, September 06, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

Highly Effective	53-60
Effective	40-52
Developing	15-39
Ineffective	0-14

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, September 06, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/155782-Df0w3Xx5v6/Principal Improvement Plan.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:

APPR Appeal Process

Erie 1 BOCES ("BOCES," hereafter), by its District Superintendent of Schools ("District Superintendent," hereafter), the Erie 1 BOCES Administrators Association ("Association," hereafter), by its President, each for good and valuable consideration, hereby agree as follows:

1. The Association represents certified administrative professionals who provide service in instructional buildings and classrooms served by BOCES and as further defined in the collective bargaining agreement Article 1.01. The following appeal process shall only be available to unit members covered under Education Law Section 3012-c and Subpart 30-2 of the Board of Regents regarding the Annual Professional Performance Review process ("APPR" hereafter). Further, this appeal process is only available to those applicable unit members who achieve an overall APPR composite score rating of "developing" or "ineffective".
2. A unit member may appeal only the:
 - a. Substance of the Annual Professional Performance Review (APPR);
 - b. District's adherence to the standards and methodologies required for such review;
 - c. District's compliance with its procedures for conducting the APPR, or the appeal process;
 - d. District's issuance and/or implementation of the terms of the Principal/Supervisor Improvement Plan (PIP);
 - e. District's adherence to regulations of the Commissioner of Education applicable to such review.
3. Such appeal must be submitted in writing to the central office administrator developing and implementing the APPR or Principal/Supervisor Improvement Plan (PIP). The written submission must explain in detail the specific basis for the appeal. The appeal must be submitted within seven school days of the issuance of the APPR or Principal/Supervisor Improvement Plan, or other act under this section which is the subject of the appeal, or it is deemed waived. Along with his or her written appeal, the unit member may submit copies of any supporting documentation or written materials specific to the point(s) of disagreement and relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is initially filed shall not be considered.
4. Within seven school days of receipt of the appeal, the central office administrator conducting the APPR or Principal/Supervisor Improvement Plan (PIP) shall submit a written determination on the merits of the appeal. The central office administrator's response shall include copies of any and all additional documents or written materials that he or she considered in reaching a decision. The absence of a determination shall be deemed a denial of the appeal.
5. If the member disagrees with the administrator's determination of the appeal, the unit member may further appeal by submitting a copy of the appeal, the determination, and a written statement explaining in detail the basis for disagreement within seven (7) school days of the receipt of the administrator's determination, either directly to the office of the District Superintendent or the office of Director of Human Resources. The Director of Human Resources will convene a Labor-Management Panel to review the appeal. The Labor-Management Panel will consist of three members of the Erie 1 BOCES Administrators Association as chosen by the unit president or designee and two District representatives as chosen by the District Superintendent or designee but excluding the District Superintendent, the evaluating central office administrator and the unit member appealing his or her APPR or Principal/Supervisor Improvement Plan (PIP) as part of the Panel. The Labor-Management Panel shall provide the unit member with the opportunity to meet with the Panel within ten (10) school days of the date the unit member's request was received and shall render a final recommendation on the appeal within seven (7) school days after the date on which the unit member was provided the opportunity to meet with the Panel. This recommendation will be delivered by the unit president to the District Superintendent who will make the final determination of the appeal within ten (10) school days upon receipt of the recommendation from the Panel.
6. The decision of the District Superintendent (or the decision of the District central office administrator if not appealed to the Labor-Management Panel) shall be final and binding on all parties. It shall not be subject to any further appeal through any other process including grievance or arbitration contained within Article 6 of the collective bargaining agreement.
7. Unit members may not file more than one appeal regarding the same APPR or Principal/Supervisor Improvement Plan (PIP). All grounds for appealing a particular APPR or Principal/Supervisor Improvement Plan (PIP) must be raised with specificity within the initial appeal. Any grounds not raised at the time of the appeal is filed shall be deemed waived.
8. The above appeals procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a unit member's APPR or Principal/Supervisor Improvement Plan (PIP). Unit members may not resort to any other grievance or arbitration procedures contained within the collective bargaining agreement or to any administrative or judicial forum for the resolution of challenges and appeals related to the APPR or Principal/Supervisor Improvement Plan (PIP).
9. Upon request by either the Erie 1 BOCES Administrator or BOCES, this appeal process will be annually reviewed to assess its effectiveness. Any changes will be mutually agreed to in writing by both parties.

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

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

In order to re-certify Lead Evaluators and evaluators, all Lead Evaluators and evaluators will complete training through the Erie 1 BOCES Instructional Resource Team, which consist of 8 1/2 day trainings throughout the year. New Administrators would take four additional 1/2 day trainings to be initially certified. These trainings will include the nine required elements as outlined in 30-2.9(b).

In addition, collaborative review and analysis of observation-based evidence and other professional evidence within MPPR Rubric will take place during regular monthly instructional council/management team meetings and evaluator training meetings in order to ensure inter-rater reliability. Each Lead Evaluator and evaluator will receive a minimum of six hours for this training.

Lead evaluators and evaluators will utilize authentic evidence gathered during actual teacher observations, they will jointly review 3rd party-provided video lessons, and they will discuss and review the nine criteria areas.

All documentation of training and development activities will be kept on file. Upon gathering ample documentation that evaluators and lead evaluators have been properly trained, the Superintendent will make the recommendation for the Board of Education to certify each evaluator to conduct evaluations.

The in-district activities outlined and participation in regional meetings and trainings will be ongoing, and documentation of training will continue in order for all evaluators to be re-certified each year.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Wednesday, October 02, 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. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

assets/survey-uploads/12158/580312-3Uqgn5g9Iu/E1B Joint Certification Form.tif

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.

ERIE 1 BOCES Teachers

HEDI Scoring Bands for Growth SLO

Targets for SLOs shall be determined by teachers in the same grade level/subject or course and approved by building principals/applicable supervisors. Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring band listed below will be utilized to determine the number of points assigned to teachers:

20 Point HEDI Conversion Table

		17	79% - 80%				
		16	77% - 78%				
		15	75% - 76%				
		14	73% - 74%	8	58% - 60%		
		13	71% - 72%	7	55% - 57%		
		12	69% - 70%	6	52% - 54%		
20	> 90%	11	67% - 68%	5	49% - 51%	2	28% - 40%
19	86% - 90%	10	64% - 66%	4	45% - 48%	1	15% - 27%
18	81% - 85%	9	61% - 63%	3	41% - 44%	0	≤14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81-100%		61-80%		41-60%		0-40%	

HEDI Rating Descriptions

HIGHLY EFFECTIVE

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

EFFECTIVE

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

DEVELOPING

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

INEFFECTIVE

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

Translating Results of Multiple SLOs Into One Overall Rating for Growth Component

The evaluator will assess the results of each SLO separately, arriving at a HEDI rating and point value between 0-20 points. Each SLO must then be weighted proportionately based on the number of students included in all SLOs. This will provide one overall growth component score between 0-20 points. The rating always rounds to the nearest whole number; $\geq .5$ rounds up and $\leq .5$ rounds down.

General steps for assessing multiple SLOs

Step 1: Assess results of each SLO separately

Step 2: Weight each SLO proportionately

Step 3: Calculate proportional points for each SLO

Erie 1 BOCES Teachers

Local Achievement Targets

Targets for achievement shall be determined by teachers and will be reviewed and approved for rigor by the principal/applicable supervisor of record. Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring band listed below will be utilized to determine the number of points assigned to teachers:

HEDI Scoring Bands for Achievement

Local 20 Point HEDI Conversion Chart

		17	79% - 80%				
		16	77% - 78%				
		15	75% - 76%				
		14	73% - 74%	8	58% - 60%		
		13	71% - 72%	7	55% - 57%		
		12	69% - 70%	6	52% - 54%		
20	> 90%	11	67% - 68%	5	49% - 51%	2	28% - 40%
19	86% - 90%	10	64% - 66%	4	45% - 48%	1	15% - 27%
18	81% - 85%	9	61% - 63%	3	41% - 44%	0	≤14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81-100%		61-80%		41-60%		0-40%	

Local 15 Point Value - Added HEDI Conversion Chart

				8	58% - 60%		
		13	77% - 80%	7	55% - 57%		
		12	73% - 76%	6	52% - 54%		
		11	69% - 72%	5	49% - 51%	2	28% - 40%
15	≥ 91%	10	65% - 68%	4	45% - 48%	1	15% - 27%
14	81% - 90%	9	61% - 64%	3	41% - 44%	0	≤14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81-100%		61-80%		41-60%		0-40%	

LOCAL - Achievement Score

Teacher Name: _____ Date: _____

Position: _____ School: _____

District H.E.D.I. Scoring Scale

Each classroom teacher and building principal's annual professional performance review (APPR) will result in a single composite effectiveness score. For the Local Achievement Measure, based on student performance on an end of year assessment, the district has adopted the following H.E.D.I. Scoring Scale to determine the 20 points assigned for meeting the agreed upon target:

		17	79% - 80%				
		16	77% - 78%				
		15	75% - 76%				
		14	73% - 74%	8	58% - 60%		
		13	71% - 72%	7	55% - 57%		
		12	69% - 70%	6	52% - 54%		
20	> 90%	11	67% - 68%	5	49% - 51%	2	28% - 40%
19	86% - 90%	10	64% - 66%	4	45% - 48%	1	15% - 27%
18	81% - 85%	9	61% - 63%	3	41% - 44%	0	≤14%
	HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE
	81-100%		61-80%		41-60%		0-40%

I. LOCAL TARGET: *Fill in the Local Achievement Sentence Stem below*

80% of students will score a _____ or higher on the _____ assessment.

II. HISTORICAL DATA TO SUPPORT ACHIEVEMENT TARGET: *Describe at least 2 sources of data to support the Local Achievement Score above.*

Teacher Sign-off

Date

Administrator Sign-off

Date

Erie 1 BOCES - Teachers

LOCAL - Achievement Score

Teacher Name: _____ Date: _____

Position: _____ School: _____

District H.E.D.I. Scoring Scale

Each classroom teacher and building principal's annual professional performance review (APPR) will result in a single composite effectiveness score. For the Local Achievement Measure, based on student performance on an end of year assessment, the district has adopted the following H.E.D.I. Scoring Scale to determine the 15 points assigned for meeting the agreed upon target:

				8	58% - 60%		
		13	77% - 80%	7	55% - 57%		
		12	73% - 76%	6	52% - 54%		
		11	69% - 72%	5	49% - 51%	2	28% - 40%
15	≥ 91%	10	65% - 68%	4	45% - 48%	1	15% - 27%
14	81% - 90%	9	61% - 64%	3	41% - 44%	0	≤14%
	HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE
	81-100%		61-80%		41-60%		0-40%

I. LOCAL TARGET: *Fill in the Local Achievement Sentence Stem below*

80% of students will score a _____ or higher on the _____ assessment.

II. HISTORICAL DATA TO SUPPORT ACHIEVEMENT TARGET: *Describe at least 2 sources of data to support the Local Achievement Score above.*

Teacher Sign-off

Date

Administrator Sign-off

Date

Erie 1 BOCES Teachers

Local Achievement Targets

Targets for achievement shall be determined by teachers and will be reviewed and approved for rigor by the principal/applicable supervisor of record. Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring band listed below will be utilized to determine the number of points assigned to teachers:

HEDI Scoring Bands for Achievement

Local 20 Point HEDI Conversion Chart

		17	79% - 80%				
		16	77% - 78%				
		15	75% - 76%				
		14	73% - 74%	8	58% - 60%		
		13	71% - 72%	7	55% - 57%		
		12	69% - 70%	6	52% - 54%		
20	> 90%	11	67% - 68%	5	49% - 51%	2	28% - 40%
19	86% - 90%	10	64% - 66%	4	45% - 48%	1	15% - 27%
18	81% - 85%	9	61% - 63%	3	41% - 44%	0	≤14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81-100%		61-80%		41-60%		0-40%	

Local 15 Point Value - Added HEDI Conversion Chart

				8	58% - 60%		
		13	77% - 80%	7	55% - 57%		
		12	73% - 76%	6	52% - 54%		
		11	69% - 72%	5	49% - 51%	2	28% - 40%
15	≥ 91%	10	65% - 68%	4	45% - 48%	1	15% - 27%
14	81% - 90%	9	61% - 64%	3	41% - 44%	0	≤14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81-100%		61-80%		41-60%		0-40%	

LOCAL - Achievement Score

Teacher Name: _____ Date: _____

Position: _____ School: _____

District H.E.D.I. Scoring Scale

Each classroom teacher and building principal's annual professional performance review (APPR) will result in a single composite effectiveness score. For the Local Achievement Measure, based on student performance on an end of year assessment, the district has adopted the following H.E.D.I. Scoring Scale to determine the 20 points assigned for meeting the agreed upon target:

		17	79% - 80%				
		16	77% - 78%				
		15	75% - 76%				
		14	73% - 74%	8	58% - 60%		
		13	71% - 72%	7	55% - 57%		
		12	69% - 70%	6	52% - 54%		
20	> 90%	11	67% - 68%	5	49% - 51%	2	28% - 40%
19	86% - 90%	10	64% - 66%	4	45% - 48%	1	15% - 27%
18	81% - 85%	9	61% - 63%	3	41% - 44%	0	≤14%
	HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE
	81-100%		61-80%		41-60%		0-40%

I. LOCAL TARGET: *Fill in the Local Achievement Sentence Stem below*

80% of students will score a _____ or higher on the _____ assessment.

II. HISTORICAL DATA TO SUPPORT ACHIEVEMENT TARGET: *Describe at least 2 sources of data to support the Local Achievement Score above.*

Teacher Sign-off

Date

Administrator Sign-off

Date

Erie 1 BOCES - Teachers

LOCAL - Achievement Score

Teacher Name: _____ Date: _____

Position: _____ School: _____

District H.E.D.I. Scoring Scale

Each classroom teacher and building principal's annual professional performance review (APPR) will result in a single composite effectiveness score. For the Local Achievement Measure, based on student performance on an end of year assessment, the district has adopted the following H.E.D.I. Scoring Scale to determine the 15 points assigned for meeting the agreed upon target:

				8	58% - 60%		
		13	77% - 80%	7	55% - 57%		
		12	73% - 76%	6	52% - 54%		
		11	69% - 72%	5	49% - 51%	2	28% - 40%
15	≥ 91%	10	65% - 68%	4	45% - 48%	1	15% - 27%
14	81% - 90%	9	61% - 64%	3	41% - 44%	0	≤14%
	HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE
	81-100%		61-80%		41-60%		0-40%

I. LOCAL TARGET: Fill in the Local Achievement Sentence Stem below

80% of students will score a _____ or higher on the _____ assessment.

II. HISTORICAL DATA TO SUPPORT ACHIEVEMENT TARGET: Describe at least 2 sources of data to support the Local Achievement Score above.

Teacher Sign-off

Date

Administrator Sign-off

Date

Erie 1 BOCES 2013-2014 APPR Plan

Other Measure of Effectiveness for Teachers: 60 Points

Observation Tool – Charlotte Danielson’s *Framework for Teaching* (2011)

Number of Evaluations:

Tenured Teacher

1 Formal Observation (announced, minimum 40 minutes - 60 minutes maximum in duration)

1 Walkthrough Observation (unannounced, minimum of 5 minutes - 20 minutes in duration)

Non-tenured Teacher

2 Formal Observations (first announced and second unannounced, minimum 40 minutes - 60 minutes maximum in duration)

1 Walkthrough Observation (announced, minimum of 5 minutes - 20 minutes maximum in duration)

Each announced formal classroom observation shall be preceded by a Pre-observation conference between the teacher and the evaluator. No later than twenty (20) school days following the announced formal classroom observation, a Post-observation conference between the teacher and the evaluator will be held. These Pre- and Post-observation conferences will be scheduled by the District during the teacher’s work day (or at such other time outside the work day as mutually agreed to by the individual teacher and his/her principal/supervisor).

A post-walkthrough conference between the teacher and the evaluator will be held no later than ten (10) school days following the walkthrough observation.

Principals/supervisors will not perform observations during the first week of the school year or later than two (2) weeks prior to Regents rating days, nor on the day before or the day after Thanksgiving break, Winter Recess, Mid-Winter Recess or Spring Recess unless otherwise mutually agreed by the classroom teacher and his/her principal/supervisor.

Process for Assigning Points and Determining HEDI Ratings

Domains 2 and 3

40 points will be determined from Charlotte Danielson’s *Framework for Teaching 2011* Domains II and III during formal and walkthrough observations.

Each of the five (5) components for Domain 2 (2A, 2B, 2C, 2D, 2E) and five (5) components for Domain 3 (3A, 3B, 3C, 3D, 3E) will be worth a possible four (4) points each (Highly Effective =

4, Effective = 3, Developing = 2, Ineffective = 1), totaling 40 possible points. Using multiple observations, the *average* score for each component will be calculated.

Domain 1

10 points will be determined from Charlotte Danielson’s *Framework for Teaching 2011* Domain I used at the end of the year meeting with the applicable administrator/supervisor based on the artifacts and evidence brought to the meeting (see below “Erie 1 BOCES Domain 1 Artifact and Evidence Review” document). Each of the six (6) components in Domain 1 (1A, 1B, 1C, 1D, 1E, 1F) will be worth a possible four (4) points each (Highly Effective = 4, Effective = 3, Developing = 2, Ineffective = 1), totaling 24 possible points. The below Point Conversion Chart will be used to calculate final points for Domain 1.

Domain 4

10 points will be determined from Charlotte Danielson’s *Framework for Teaching 2011* Domain 4 used at the end of the year meeting with the applicable administrator/supervisor based on the artifacts and evidence brought to the meeting (see below “Erie 1 BOCES Domain 4 Artifact and Evidence Review” document). Each of the six (6) components in Domain 4 (4A, 4B, 4C, 4D, 4E, 4F) will be worth a possible four (4) points each (Highly Effective = 4, Effective = 3, Developing = 2, Ineffective = 1), totaling 24 possible points. The below Point Conversion Chart will be used to calculate final points for Domain 4.

Other Measures of Teacher Effectiveness (60 Points) Conversion Charts

I. Point Conversion Chart for Danielson’s Domains 1 and 4

Point Conversion Chart for Danielson’s Domains 1 and 4

POINTS RECEIVED (of 24 possible)	CONVERTS TO	POINTS RECEIVED (of 24 possible)	CONVERTS TO
6	0	16	7
7	1	17	7
8	2	18	8
9	3	19	8
10	3	20	9
11	4	21	9
12	5	22	9
13	5	23	10
14	6	24	10
15	6		

II. APPR Point Conversion Chart for Other Measure of Teacher Effectiveness (60 Points)

						49	29 - 31
						45	27 - 28
						41	25 - 26
						37	23 - 24
				56	44 - 45	33	21 - 22
				55	42 - 43	30	19 - 20
				54	40 - 41	27	17 - 18
				53	38 - 39	24	15 - 16
				52	36 - 37	21	13 - 14
60	59-60	58	50-54	51	34 - 35	18	11 - 12
59	55-58	57	46-49	50	32 - 33	0	10
Highly Effective		Effective		Developing		Ineffective	
59-60 pts		57-58 pts		50-56 pts		0-49 pts	

III. Rating for Other Measures of Teacher Effectiveness (60 Points)
(To be used with *above* Point Conversion Chart)

Overall Rubric Score	Rating Category	0-60 point distribution by rating category
10-31	Ineffective	0-49
32-45	Developing	50-56
46-54	Effective	57-58
55-60	High Effective	59-60

Erie 1 BOCES DOMAIN 1 ARTIFACT AND EVIDENCE REVIEW

Teacher's Name _____ Evaluator's Name _____
 School _____ School Year _____

Domain 1: Planning and Preparation				
I	D	E	H	Components:
1	2	3	4	
				1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships • Knowledge of Content-Related Pedagogy
				1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Knowledge of Child and Adolescent Development • Knowledge of the Learning Process • Knowledge of Students' Skills, Knowledge and Language Proficiency • Knowledge of students' interests and cultural heritage • Knowledge of Students' Special Needs
				1c Setting Instructional Outcomes <ul style="list-style-type: none"> • Values, Sequence, and alignment • Clarity • Balance • Suitability for Diverse Students
				1d Demonstrating a Knowledge of Resources <ul style="list-style-type: none"> • Resources for Classroom Use • Resources to extend Content Knowledge and Pedagogy • Resources for Students
				1e Designing Coherent Instruction <ul style="list-style-type: none"> • Learning Activities • Instructional Materials and Resources • Instructional Groups • Lesson and Unit Structure
				1f Designing Student Assessments <ul style="list-style-type: none"> • Congruence with Instructional Outcomes • Criteria and Standards • Design of Formative Assessments • Use for Planning
				Total (To be used in conjunction with the Point Conversion Chart)

Artifacts and evidence to be reviewed will include those items with an asterisk:

- * Pre-observation form
- * Lesson Plans

Other artifacts and evidence that may be included but are not limited to:

- Anecdotal records
- Class vision, mission, goals, expectations/rules
- Evidence of alignment of lessons to curriculum mapping
- Formative assessments
- Notes/phone logs
- Student work samples
- Unit plans based on key concepts & essential understandings
- Student Data (Historical, Progress monitoring)

Based on Charlotte Danielson's 2011 Rubric

Erie 1 BOCES DOMAIN 4 ARTIFACT AND EVIDENCE REVIEW

Teacher's Name _____ Evaluator's Name _____
 School _____ School Year _____

Domain 4: Professional Responsibilities					
I	D	E	H	Components:	Artifacts and evidence to be reviewed will include those items with an asterisk:
1	2	3	4		
				4a Reflecting on Teaching <ul style="list-style-type: none"> • Accuracy • Use in Future Teaching 	Other artifacts and evidence that may be included but are not limited to: Agendas, outcomes and notes from team/department meetings Brochure or certificate from conference attended Collaboration logs Contributions in team and faculty meetings Feedback from students and parents Handouts and participant work from presentations or workshops (CIP) Letters to parents Letters to and from students List of contributions to committees Log of professional activities (PDP) Newsletters Phone Logs Professional goals Reports (grades, attendance, financial, compliance, etc) Web site
				4b Maintaining Accurate Records <ul style="list-style-type: none"> • Student Completion of Assignments • Student Progress in Learning • Non-instructional records 	
				4c Communication with Families <ul style="list-style-type: none"> • Information about the Instructional Program • Information about Individual Students • Engagement of Families in the Instructional Program 	
				4d Participating in a Professional Community <ul style="list-style-type: none"> • Relationships with Colleagues • Involvement in a Culture of Professional Inquiry • Service to the School • Participation in School and District Projects 	
				4e Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of Content Knowledge & Pedagogical Skill • Receptivity to Feedback from Colleagues • Service to the Profession 	
				4f Showing Professionalism <ul style="list-style-type: none"> • Integrity and Ethical Conduct • Service to Students • Advocacy • Decision-Making • Compliance with School and District Regulations 	
Total (To be used in conjunction with the Point Conversion Chart)					

Based on Charlotte Danielson's 2011 Rubric

Pre-Observation Conference

Name of Teacher: _____ Grade: _____ Observation Date & Time: _____

Subject: _____ Unit: _____ Evaluation: _____

<p>1. To which part of your curriculum does this lesson refer? How does this learning “fit” in the sequence of learning for this class?</p> <p>2. Briefly describe the students in this class, including those with special needs.</p> <p>3. What are your learning outcomes for this lesson? What do you want the students to understand? How will you assess learning for these outcomes?</p>	<p>4. How will you engage the students in the learning? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.</p> <p>5. How will you differentiate instruction for different individuals or groups of students in the class?</p> <p>6. How and when will you know whether the students have learned what you intend?</p>
---	---

Please submit to the evaluator three days prior to the pre-observation meeting, along with your lesson plan and any other supporting materials (handouts, assessments, etc.)

Post-Observation Conference

Name of Teacher: _____ Date: _____

Observation Date & Time: _____ Evaluation: _____

<p>1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?</p>	<p>3. Did you depart from your plan? If so, how, and why? Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective?</p>
<p>2. What related artifacts/evidence/samples of student work do you have? What do these reveal about students' levels of engagement and understanding?</p>	<p>4. What assessments were used and how did you interpret the results?</p>

Elements of a TIP

- A) The primary purpose of a TIP is the improvement of teaching practice and the issuing of a TIP is not a disciplinary action.
- B) The TIP shall clearly specify the area(s) in need of improvement. For each area, the TIP shall include a timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's or principal's improvement in those areas.
- C) The principal/supervisor will develop the contents of an individual TIP in collaboration with the teacher, at a meeting held for this purpose. The teacher may be accompanied by a union representative at this meeting, if requested by the teacher.
- D) Reasonable costs associated with professional development or other activities required as part of a TIP will be paid by the District. This is intended to include such costs as workshop fees, books or other materials, but shall exclude all travel costs such as mileage (unless outside of Erie County), gas, etc. Any professional development hours required by a TIP shall be in addition to, and not take the place of, professional development hours as may otherwise be required by law and /or the parties' collective bargaining agreement. A teacher subject to a TIP shall not receive career credit or similar benefits for any professional development or courses taken as a result of the TIP.

Review of TIP

The teacher and principal/supervisor will meet periodically to review and evaluate the effectiveness of the teacher improvement plan and formulate modifications if necessary. A schedule of dates/times for review of the TIP will be established at the meeting held to develop the TIP. The teacher may be accompanied by a union representative at meetings held for this purpose, if requested by the teacher.

Time Frame For TIP

The TIP shall be developed and implemented as soon as practicable following a teacher's receipt of his/her total composite effectiveness score and rating, but in no case later than ten school days after the opening of classes for the school year (unless data required for such completion has not yet been received from SED).

Appeals Related To TIPS

- A) Development and implementation of a TIP shall be limited only to instances where the teacher has received an overall rating of "ineffective" or "developing" based on his/her single composite effectiveness score.
- B) A teacher who believes that the District has failed to meet its obligation to properly issue and/or implement the terms of a TIP may seek relief through the negotiated appeal process.
- C) The grounds for appeal of a TIP is limited to the District's issuance and/or implementation of the terms of the teacher improvement plan under Education 3012-c.

ERIE 1 BOCES Principals/Supervisors

HEDI Scoring Bands for Growth SLO

Targets for SLOs shall be determined by principals/supervisors in accordance with guidance from the Commissioner and State Education Department and will be approved by applicable supervisors. Regardless of how the target for school or program type is established, the scoring band listed below will be utilized to determine the number of points assigned to principals/supervisors:

20 Point HEDI Conversion Table

		17	79% - 80%				
		16	77% - 78%				
		15	75% - 76%				
		14	73% - 74%	8	58% - 60%		
		13	71% - 72%	7	55% - 57%		
		12	69% - 70%	6	52% - 54%		
20	> 90%	11	67% - 68%	5	49% - 51%	2	28% - 40%
19	86% - 90%	10	64% - 66%	4	45% - 48%	1	15% - 27%
18	81% - 85%	9	61% - 63%	3	41% - 44%	0	≤14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81-100%		61-80%		41-60%		0-40%	

HIGHLY EFFECTIVE

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

EFFECTIVE

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

DEVELOPING

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

INEFFECTIVE

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

Translating Results of Multiple SLOs Into One Overall Rating for Growth Component

The evaluator will assess the results of each SLO separately, arriving at a HEDI rating and point value between 0-20 points. Each SLO must then be weighted proportionately based on the number of students included in all SLOs. This will provide one overall growth component score between 0-20 points. The rating always rounds to the nearest whole number; $\geq .5$ rounds up and $\leq .5$ rounds down.

General steps for assessing multiple SLOs

Step 1: Assess results of each SLO separately

Step 2: Weight each SLO proportionately

Step 3: Calculate proportional points for each SLO

Erie 1 BOCES Principals/Supervisors

Local Achievement Targets

Targets for achievement shall be determined by principals/supervisors and will be reviewed and approved for rigor by the applicable supervisor of record. Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring band listed below will be utilized to determine the number of points assigned to principals/supervisors:

HEDI Scoring Bands for Achievement

Local 20 Point HEDI Conversion Chart

		17	79% - 80%				
		16	77% - 78%				
		15	75% - 76%				
		14	73% - 74%	8	58% - 60%		
		13	71% - 72%	7	55% - 57%		
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19	86% - 90%	10	64% - 66%	4	45% - 48%	1	15% - 27%
18	81% - 85%	9	61% - 63%	3	41% - 44%	0	≤14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81-100%		61-80%		41-60%		0-40%	

Local 15 Point Value - Added HEDI Conversion Chart

				8	58% - 60%		
		13	77% - 80%	7	55% - 57%		
		12	73% - 76%	6	52% - 54%		
		11	69% - 72%	5	49% - 51%	2	28% - 40%
15	≥ 91%	10	65% - 68%	4	45% - 48%	1	15% - 27%
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HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81-100%		61-80%		41-60%		0-40%	

LOCAL - Achievement Score

Administrator Name: _____ Date: _____

Position: _____ School: _____

District H.E.D.I. Scoring Scale

Each classroom teacher and building principal's annual professional performance review (APPR) will result in a single composite effectiveness score. For the Local Achievement Measure, based on student performance on an end of year assessment, the district has adopted the following H.E.D.I. Scoring Scale to determine the 20 points assigned for meeting the agreed upon target:

		17	79 - 80%				
		16	77 - 78%				
		15	75 - 76%				
		14	73 - 74%	8	58 - 60%		
		13	71 - 72%	7	55 - 57%		
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HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41-60%		0-40%	

I. LOCAL TARGET: The student population included in the local achievement target statement below must represent **greater than 50% of the students** for whom you are the administrator of record.

80% of students will meet or exceed the locally established and approved achievement targets/scores on the following assessments:

Include: Name of Assessment, Course, and Number of Students

Please attach a roster of included students with the locally established and approved achievement targets/scores to this form for review and approval.

II. HISTORICAL DATA TO SUPPORT ACHIEVEMENT TARGET: *Describe at least 2 sources of data to support the included Local Achievement Scores.*

Administrator Sign-off

Date

Supervisor Sign-off

Date

LOCAL - Achievement Score

Administrator Name: _____ Date: _____

Position: _____ School: _____

District H.E.D.I. Scoring Scale

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Date

Erie 1 BOCES Principals/Supervisors

Local Achievement Targets

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LOCAL - Achievement Score

Administrator Name: _____ Date: _____

Position: _____ School: _____

District H.E.D.I. Scoring Scale

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II. HISTORICAL DATA TO SUPPORT ACHIEVEMENT TARGET: *Describe at least 2 sources of data to support the included Local Achievement Scores.*

Administrator Sign-off

Date

Supervisor Sign-off

Date

LOCAL - Achievement Score

Administrator Name: _____ Date: _____

Position: _____ School: _____

District H.E.D.I. Scoring Scale

Each classroom teacher and building principal's annual professional performance review (APPR) will result in a single composite effectiveness score. For the Local Achievement Measure, based on student performance on an end of year assessment, the district has adopted the following H.E.D.I. Scoring Scale to determine the 20 points assigned for meeting the agreed upon target:

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Please attach a roster of included students with the locally established and approved achievement targets/scores to this form for review and approval.

II. HISTORICAL DATA TO SUPPORT ACHIEVEMENT TARGET: *Describe at least 2 sources of data to support the included Local Achievement Scores.*

Administrator Sign-off

Date

Supervisor Sign-off

Date

Administrator Evaluation

Administrator's Name:

Administrator's Supervisor:

Building:

HEDI TOTALS

OBS #1	OBS #2
--------	--------

Ratings

**Points
Total**

Domain 1: Shared Vision of Learning

Culture	1	2	3	4	
Sustainability	1	2	3	4	
Total Points Domain 1:					0

Domain 2: School Culture and Instructional Program

Culture	1	2	3	4	
Instructional Program	1	2	3	4	
Capacity Building	1	2	3	4	
Sustainability	1	2	3	4	
Strategic Planning Process	1	2	3	4	
Total Points Domain 2:					0

Domain 3: Safe, Efficient, Effective Learning Environment

Capacity Building	1	2	3	4	
Culture	1	2	3	4	
Sustainability	1	2	3	4	
Instructional Program	1	2	3	4	
Total Points Domain 3:					0

Domain 4: Community

Strategic Planning Process: Inquiry	1	2	3	4	
Culture	1	2	3	4	
Sustainability	1	2	3	4	
Total Points Domain 4:					0

Domain 5: Integrity, Fairness, Ethics

Sustainability	1	2	3	4	
Culture	1	2	3	4	
Total Points Domain 5:					0

Domain 6: Political, Social, Economic, Legal and Cultural Context

Sustainability	1	2	3	4	
Culture	1	2	3	4	
Total Points Domain 6:					0

HEDI TOTALS

Page 2

OBS #1	OBS #2
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Ratings

Points Total

Other:
Goal Setting and Attainment

Uncovering Goals	1	2	3	4	
Strategic Planning	1	2	3	4	
Taking Action	1	2	3	4	
Evaluating Attainment	1	2	3	4	
Total Points Other:					0

Maximum Total of 30 Points for each OBS & Subcomponent Score from Chart:

Observation 1

Total Points (6 Domains + Other)

Total Average Score (= total points ÷ total # of components observed)

Conversion Score for Composite

Observation 2

Total Points (6 Domains + Other)

Total Average Score (= total points ÷ total # of components observed)

Conversion Score for Composite

Total Conversion Score

0

- *I Ineffective - 1 pt.
- D Developing - 2 pts.
- E Effective - 3 pts.
- H.E. Highly Effective - 4 pts.

Administrator's Signature: _____ Date: _____

Supervising Administrator's Signature: _____ Date: _____

ADMINISTRATOR OBSERVATION CONVERSION CHART		
Total Average Score	Category	Conversion Score for Composite
1		0
1.1		1
1.2		2
1.3		3
1.4		4
1.5		5
1.6		6
1.7		7
1.8		8
1.9		9
2		10
2.1		11
2.2		12
2.3		13
2.4		14
2.5		15
2.6		16
2.7		17
2.8		18
2.9		19
3		20
3.1		21
3.2		22
3.3		23
3.4		24
3.5		25
3.6		26
3.7		27
3.8		28
3.9		29
4		30

The other measures of administrator effectiveness subcomponent score ranges shall be as follows:

0 - 14 Ineffective 15 - 39 Developing 40 - 52 Effective 53 - 60 Highly Effective

PRINCIPAL/SUPERVISOR IMPROVEMENT PLAN (PIP)

Administrator's Name _____ Evaluator Name _____

Building _____ Assignment _____ Date _____

Association Representative (if applicable) _____

Areas in Need of Improvement

Timeline for Achieving Improvement

Manner in Which Improvement Will Be Assessed

Activities to Support Improvement

Signature of Administrator receiving PIP _____ Date _____

Signature of Evaluator _____ Date _____

Signature of Deputy Superintendent _____ Date _____

The evaluator has determined that the Administrator receiving the PIP has satisfactorily completed the conditions of the PIP.

_____ Date _____

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

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

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

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

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

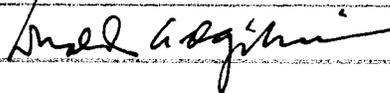
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

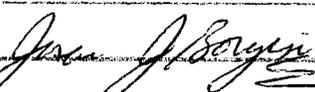
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

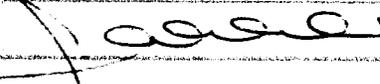
Superintendent Signature: Date:

 10/2/2013

Teachers Union President Signature: Date:

 10/2/13

Administrative Union President Signature: Date:

 10/2/13

Board of Education President Signature: Date:

 10/2/13