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

Commissioner of Education
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January 18, 2013

David P. O'Rourke, Superintendent
Erie-Chautauqua-Cattaraugus BOCES (Erie Two)
8685 Erie Road
Angola, NY 14006

Dear Superintendent O'Rourke:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

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

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

Annual Professional Performance Reviews: 2012-13

Created Tuesday, May 15, 2012
Updated Friday, January 18, 2013

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

149200000000

1.2) School District Name:

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

ERIE 2-CHAUTAUQUA-CATTARAUGUS BOCES

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Tuesday, May 15, 2012
Updated Friday, January 18, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Reading Enterprise
1	State-approved 3rd party assessment	STAR Reading Enterprise
2	State-approved 3rd party assessment	STAR Reading Enterprise

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	K-2 teachers will collect baseline data in the Fall of 2012 using the STAR Reading pre-assessment and additional

this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	baseline data as appropriate. K-3 teachers will set growth targets based on the results of the STAR pre-assessment, which will be approved by a BOCES Supervisor. Teachers will receive a score between 0-20 based on the percentage of students who meet their identified target. NOTE: for Grade 3 the State Assessment will serve as the final assessment. See Attachment 2A
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached chart 2A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached chart 2A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached chart 2A
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached chart 2A

2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	K-2 teachers will collect baseline data in the Fall of 2012 using the STAR Math pre-assessment and additional baseline data as appropriate. K-3 teachers will write set growth targets based on the results of the STAR pre-assessment, which will be approved by a BOCES Supervisor. Teachers will receive a score between 0-20 based on the percentage of students who meet their identified target. NOTE: for Grade 3 the State Assessment will serve as the final assessment. See Attachment 2A
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attachment 2A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attachment 2A

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

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	Grade 6 E2CCB Regionally Developed Science Assessment
7	District, regional or BOCES-developed assessment	Grade 7 E2CCB Regionally Developed Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grade 6 and 7 teachers will write growth targets using baseline data for the E2CCB Regionally created Science Assessments (grades 6 and 7). These will be approved by a BOCES Supervisor. Grade 8 teachers will write individual growth targets based on historical data and local assessment baselines using the NYS Grade 8 Science Assessment as the summative. These will be approved by a BOCES Supervisor. Teachers will receive a score between 0-20 based on the percentage of students who meet their identified target. See Attachment 2B
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attachment 2B
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attachment 2B
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attachment 2B
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attachment 2B

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	Grade 6 E2CCB Regionally Developed Social Studies Assessment
7	District, regional or BOCES-developed assessment	Grade 7 E2CCB Regionally Developed Social Studies Assessment
8	District, regional or BOCES-developed assessment	Grade 8 E2CCB Regionally Developed Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grade 6, 7 and 8 teachers will set growth targets using the baseline data for E2CCB using the E2CCB Regionally developed Social Studies Assessments (grades 6-7-8). These will be approved by the BOCES Supervisors. Teachers will receive a score between 0-20 based on the percentage of students who meet their identified target. See Attachment 2C
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attachment 2C
Effective (9 - 17 points) Results meet District goals for similar students.	See attachment 2C
Developing (3 - 8 points) Results are below District goals for similar students.	See attachment 2C
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attachment 2C

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 2 BOCES developed Global 9 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Secondary Social Studies teachers will write individual growth targets using baseline data for the Erie 2 BOCES created Global 9 Assessment or Social Studies Regents Courses as applicable, which will be approved by a BOCES Supervisor. Teachers will receive a score between 0-20 based on the percentage of students who meet their identified target. See Attachment 2C
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attachment 2C
Effective (9 - 17 points) Results meet District goals for similar students.	See attachment 2C
Developing (3 - 8 points) Results are below District goals for similar students.	See attachment 2C
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attachment 2C

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	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Secondary Science teachers will write individual growth targets using the baseline data for NYS Regents Assessments in Science as applicable, which will be approved by a BOCES Supervisor. NOTE: E2CC BOCES DOES NOT administer the NYS Physics Examination. Teachers will receive a score between 0-20 based on the percentage of students who meet their identified target. See Attachment 2B
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Attachment 2B
Effective (9 - 17 points) Results meet District goals for similar students.	See Attachment 2B

Developing (3 - 8 points) Results are below District goals for similar students.	See Attachment 2B
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Attachment 2B

2.8) High School Math Regents Courses

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

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

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

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

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.	Secondary Math teachers will write individual growth targets using baseline data for the NYS Regents Assessments in Math as applicable, which will be approved by BOCES Supervisor. Teachers will receive a score between 0-20 based on the percentage of students who meet their identified target. See Attachment 2D
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Attachment 2D
Effective (9 - 17 points) Results meet District goals for similar students.	See Attachment 2D
Developing (3 - 8 points) Results are below District goals for similar students.	See Attachment 2D
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Attachment 2D

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	School-/BOCES-wide group/team results based on State assessments	Grade 11 ELA Regents exam

Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	Grade 11 ELA Regents exam
Grade 11 ELA	Regents assessment	Grade 11 ELA Regents exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grade 11 ELA teachers will write individual growth targets using baseline data for the NYS Regents Assessments in Comprehensive English which will be approved by BOCES Supervisors. Grades 9 and 10 ELA teachers will receive group/team results based upon historical data and performance on NYS Regents Assessment in Comprehensive English which will be written by BOCES Supervisors and approved by the appropriate Director. Teachers will receive a score between 0-20 based on the percentage of students who meet their identified target. See Attachment 2E
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Attachment 2E
Effective (9 - 17 points) Results meet District goals for similar students.	See Attachment 2E
Developing (3 - 8 points) Results are below District goals for similar students.	See Attachment 2E
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Attachment 2E

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
	All other K-5 Teachers in Alternative and Special Education see Attachment 2F	School/BOCES-wide/group/team results based on State	NYS ELA Assessment Grade Specific
	All other 6-8 Teachers in Alternative and Special Education see Attachment 2F	School/BOCES-wide/group/team results based on State	NYS ELA Assessment Grade Specific
	All other 9-12 Teachers in Alternative and Special Education see Attachment 2F	School/BOCES-wide/group/team results based on State	NY State Regents ELA Assessments See attachment 2F
	CTE Courses see Attachment 2G	State-approved 3rd party assessment	NOCTI - Career Skills, Visual Communications and Multimedia Design, Building Construction Occupations, Heating-Ventilation-Air Conditioning and Refrigeration, Collision Repair Refinishing Technology, Diesel Technology, Precision Machining, Nursing Assisting, Welding, Criminal Justice, Automotive Technician,

		Culinary Arts Level 1 prep Cook Culinary Arts Level 2 Cook, Computer Networking Fundamentals, CAD Online, Small Animal Science, Conservation, Cosmetology (NY)
K-12 Special Education	State Assessment	NYSSA
K-12 Special Education	State Assessment	NYSELAT

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Grades K-12 Alternative and Special Education students, Erie 2 BOCES teachers will set targets that are rigorous based upon NYS 3-8 or Regents assessments from the previous school year as applicable. These will be approved by the appropriate Director. For K-12 Alternative and Special Education, please see attachment 2F. For Career and Technical Education, E2CC BOCES CTE teachers will write growth targets for individual students based upon the appropriate NOCTI assessment. These will be approved by the BOCES Principal/Supervisor. For (CTE) please see attachment 2G
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Alternative and Special Education see attachment 2F CTE see attachment 2G
Effective (9 - 17 points) Results meet District goals for similar students.	Alternative and Special Education see attachment 2F CTE see attachment 2G
Developing (3 - 8 points) Results are below District goals for similar students.	Alternative and Special Education see attachment 2F CTE see attachment 2G
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Alternative and Special Education see attachment 2F CTE see attachment 2G

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

assets/survey-uploads/5364/130052-avH4IQNZMh/E2CCB Attachments revised 2A-2G FINAL 1-18-13 .docx

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/130052-TXEtxx9bQW/E2CCB Attachments revised 2A-2G FINAL 1-17-13 .docx

2.12) Locally Developed Controls

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

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

N/A

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, May 15, 2012
Updated Friday, January 18, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise
5	4) State-approved 3rd party assessments	STAR Reading Enterprise
6	4) State-approved 3rd party assessments	STAR Reading Enterprise
7	4) State-approved 3rd party assessments	STAR Reading Enterprise
8	4) State-approved 3rd party assessments	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers will be assigned a score between 0-15 based upon the percent of students meeting a targeted benchmark for proficiency determined by the pre-assessment within the STAR Reading Assessments, which will be approved by the BOCES Principal/Supervisor. This targeted benchmark will be used for all teachers regardless of course or grade to make it equitable across all grades and courses. See attachment 3A for scoring ranges.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3A
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3A
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3A

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Math Enterprise
5	4) State-approved 3rd party assessments	STAR Math Enterprise
6	4) State-approved 3rd party assessments	STAR Math Enterprise
7	4) State-approved 3rd party assessments	STAR Math Enterprise
8	4) State-approved 3rd party assessments	STAR Math Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers will be assigned a score between 0-15 based upon the percent of students meeting a targeted benchmark for proficiency determined by the pre-assessment within the STAR Math Assessments, which will be approved by the BOCES Principal/Supervisor. This targeted benchmark will be used for all teachers regardless of course or grade to make it equitable across all grades and courses. See attachment 3A for scoring ranges. See Attachment 3A for scoring ranges.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3A
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3A
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3A

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/130067-rhJdBgDruP/3.3 1-17-13.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

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

3.4) Grades K-3 ELA

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

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

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will be assigned a score between 0-20 based upon the percent of students meeting a targeted benchmark for proficiency determined by the pre-assessment within the STAR Reading Assessments, which will be approved by the BOCES Principal/Supervisor. This targeted benchmark will be used for all teachers regardless of course or grade to make it equitable across all grades and courses. See attachment 3B for scoring ranges.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3B
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3B
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3B
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3B

3.5) Grades K-3 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will be assigned a score between 0-20 based upon the percent of students meeting a targeted benchmark for proficiency determined by the pre-assessment within the STAR Math Assessments, which will be approved by the BOCES Principal/Supervisor. This targeted benchmark will be used for all teachers regardless of course or grade to make it equitable across all grades and courses. See attachment 3B for scoring ranges.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3B
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3B
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3B
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3B

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will be assigned a score between 0-20 based upon the percent of students meeting a targeted school-wide benchmark for proficiency based upon the STAR Reading Enterprise Assessments. This will be used for all teachers regardless of course or grade so it is equitable across all grades and courses. See attachment 3B for scoring ranges.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3B
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3B
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3B
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3B

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will be assigned a score between 0-20 based upon the percent of students meeting a targeted school-wide benchmark for proficiency determined by the pre-assessment within the STAR Reading Enterprise Assessments, which will be approved by the BOCES Supervisor. This targeted benchmark will be used for all teachers regardless of course or grade to make it equitable across all grades and courses. See attachment 3B for scoring ranges.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3B
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3B
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3B
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attachment 3B

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Erie 2 BOCES developed Global 9 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global 2 Regents Exam

American History	3) Teacher specific achievement or growth score computed locally	NYS US History Regents Exam

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 process for assigning HEDI categories will be to develop a targeted benchmark for achievement based upon historical data and pre-assessments approved by BOCES Principal/Supervisors. The individual scores will be based upon the percentage of students meeting this benchmark. All achievement targets are based upon the same measure as the growth sub-component but will use the results in a different way. See attachment 3B for the conversion.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3B
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3B
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3B
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3B

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	NYS Regents exam Living Environment
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Regents exam Earth Science
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Regents exam Chemistry
Physics	Not applicable	N/A

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The process for assigning HEDI categories will be to develop a targeted benchmark for achievement based upon historical data and pre-assessments approved by BOCES Principal/Supervisors. The individual scores will be based upon the percentage of students meeting this benchmark. All achievement targets are based upon the same measure as the growth sub-component but will use the results in a different way. NOTE: E2CC BOCES DOES NOT offer Physics. See attachment 3B for the conversion.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3B
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3B
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3B
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3B

3.10) High School Math

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The process for assigning HEDI categories will be to develop a targeted benchmark for achievement based upon historical data and pre-assessments approved by BOCES Principal/Supervisors. The individual scores will be based upon the percentage of students meeting this benchmark. All achievement targets are based upon the same measure as the growth sub-component but will use the results in a different way. See attachment 3B for the conversion.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3B
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3B
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3B
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3B

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English exam
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English exam
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive English exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or	The process for assigning HEDI categories will be to develop a targeted school-wide or teacher specific benchmark for achievement based upon historical data

graphic at 3.13, below.	and pre-assessments approved by BOCES Principal/Supervisors. The individual scores will be based upon the percentage of students meeting this benchmark. All achievement targets are based upon the same measure as the growth sub-component but will use the results in a different way. See attachment 3B for the conversion.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3B
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3B
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3B
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3B

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
	CTE 9-12	4) State-approved 3rd party	NOCTI - Career Skills, Visual Communications and Multimedia Design, Building Construction Occupations, Heating-Ventilation-Air Conditioning and Refrigeration, Collision Repair Refinishing Technology, Diesel Technology, Precision Machining, Nursing Assisting, Welding, Criminal Justice, Automotive Technician, Culinary Arts Level 1 prep Cook Culinary Arts Level 2 Cook, Computer Networking Fundamentals, CAD Online, Small Animal Science, Conservation, Cosmetology (NY)
	ART Grades 7-12	5) District/regional/BOCES–developed	E2CCB developed Grades 7-12 Art Assessments
	APE Grades K-12	5) District/regional/BOCES–developed	E2CCB developed Grades K-12 APE Assessments
	Spanish Grades 7-12	5) District/regional/BOCES–developed	E2CCB developed Grades 7-12 Spanish Assessments
	ESL K-12	5) District/regional/BOCES–developed	E2CCB developed Grades K-12 ESL Assessment
	K-12 Special Education	4) State-approved 3rd party	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The process for assigning HEDI categories for all Career and Technical Education(CTE) teachers will be based upon student acheivement on the NOCTI exam. The process for assigning HEDI categories for all other courses as listed will be based upon student achievement on the E2CCBOCES created assessment. Teachers will set individualized achievement targets for students in their classes which will be approved by the BOCES Principal/Supervisors. They will be awarded a point of 0-20 based on attachment 3B
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See attachment 3B
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3B
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3B
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3B

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

assets/survey-uploads/5139/130067-Rp0Ol6pk1T/NOCTI Courses for BOCES 1-15-13 attachment.docx

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/130067-y92vNseFa4/3.3 1-17-13.doc

3.14) Locally Developed Controls

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

N/A

3.15) Teachers with More Than One Locally Selected Measure

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

For teachers with a mix of sections/courses resulting in the use of multiple locally selected measures, all of the student scores from the multiple sections/courses will be combined into one overall component score of 0-15 or 0-20 as applicable, weighted proportionately based on the number of students in each section/course.

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, July 17, 2012
Updated Friday, January 18, 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)

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The Rubric Score listed is the minimum score necessary to achieve the corresponding HEDI point value.

Using the NYSUT Teacher Practice Rubric, teachers will demonstrate evidence of effective teaching practices through the use of multiple measures.

Each sub-component in the rubric will be evaluated on a #1- #4 rating scale. Each evaluation will include: direct observation, student work, teacher artifacts, and pre/post conferencing.

Prior to each new school year, teachers will self-reflect using the NYSUT Teacher Practice Rubric. By reviewing the NYS Teaching

Standards and the Common Core State Standards in consideration of the needs of their incoming student population, teachers will annually assess necessary changes in curriculum, evaluate new developments in content areas and determine the need for revision of old or creation of new assessments. This reflection and diagnosis of data will assist teachers in setting goals that are relevant and that utilize appropriate data from each year's evaluation to drive their goal setting and practice in a new school year context.

Scores will be collected throughout the year and recorded on the Teacher Evaluation Form. All scores will be averaged together to get a score between 1 and 4. Teachers may earn up to 60 points though this process. A teacher's final HEDI rating will always round to the nearest whole number.

However, in no instance will rounding rules result in any teacher moving out of their assigned HEDI rating.

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

assets/survey-uploads/5091/153044-eka9yMJ855/NYSUT HEDI chart_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.	59-60 Points for Highly Effective are determined by the overall score indicated on the Danielson Rubric. Highly effective Rubric score equals 3.5-4.0 for 59-60 points,
Effective: Overall performance and results meet NYS Teaching Standards.	57-58 Points for Effective are determined by the overall score indicated on the Danielson Rubric. Effective Rubric score equals 2.5-3.4 for 57-58 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	50-56 Points for Developing are determined by the overall score indicated on the Danielson Rubric. Developing Rubric score equals 1.5-2.4 for 50-56 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-49 Points for Ineffective are determined by the overall score indicated on the Danielson Rubric. Ineffective Rubric score equals 1.0-1.4 for 0-49 points

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	1

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0

Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Updated Tuesday, January 15, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, July 17, 2012
Updated Wednesday, January 16, 2013

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/153051-Df0w3Xx5v6/Teacher Improvement Plan w_form revised 1-14-13.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEAL PROCESS
The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. All tenured and probationary employees who were rated Ineffective or Developing and meet the appeal process criteria identified below may use this appeal process. A TBEA member may not file multiple appeals regarding the same performance review of a TIP. All grounds for appeal must be raised within one appeal, provided the TBEA member knew or

could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filled but only based upon such previously unknown grounds. All of the steps outlined below will occur in the timeframe of 15 calendar days. If for any reason this time-frame must be altered it will be at the mutual agreement of the District Superintendent and the TBEA President. All steps toward resolution of the appeal will occur in a timely and expeditious manner.

APPR SUBJECT TO APPEAL PROCEDURE
In accordance with Education Law 3012-c5 an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Educational Law 3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

PROHIBITION AGAINST MORE THAN ONE APPEAL
A TBEA member may not file multiple appeals in regard to the performance review or Teacher Improvement Plan. All reasons for appeal must be raised with specificity within each appeal no additional grounds will be added during the appeal process. Any additional grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF
In an appeal, the teacher has the burden of demonstrating by clear and convincing evidence that his/her overall rating of either "developing" or "ineffective" was affected by substantial error or defect.

GROUNDS FOR APPEAL
An appeal may be filed challenging the APPR based upon one or more of the following grounds:
1. The substance of the APPR,
2. The BOCES failure to adhere to the standards and methodologies required for the APPR, pursuant to Education Law 3012-c and applicable rules and regulations,
3. The BOCES failure e to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures,
4. The BOCES failure to issue and/or implement the terms of the TIP, where applicable, as required under Education Law 3012-c.

NOTIFICATION OF THE APPEAL
The notification of the APPR appeal (members who receive developing or "ineffective") shall be filed, in writing to the TBEA member's evaluator, within 15 calendar days after the TBEA member has received the APPR's final composite score. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. Notification of the appeal shall be provided to the program director and superintendent or his/her designee.

SUPERVISING ADMINISTRATOR'S WRITTEN RESPONSE TO THE APPEAL
Within 15 calendar days of receipt of an appeal, the TBEA member's evaluator must submit a detailed written response. This response must include any and all additional documents or materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. This response shall be provided to the program director and superintendent or his/her designee.

DECISION OF THE APPEAL
Step One- Conference
The conference will be held within 15 calendar days of receipt of the response and shall be a meeting wherein the authorizing administrator, TBEA member and bargaining unit representative (if desired by the TBEA member), are able to discuss the evaluation and the area(s) of dispute. The TBEA member is not satisfied with the outcome he/she may proceed to the second step.

Step Two –Initiated by the TBEA member
Within 15 calendar days of the conclusion of the conference the TBEA member will notify the District Superintendent/designated Assistant Superintendent in writing requesting a meeting to discuss the dispute.

Step Three – Meeting with District Superintendent/Designee
Within 15 calendar days of receipt of meeting request from TBEA member, the District Superintendent/ designated Assistant Superintendent will schedule a meeting with the TBEA member, Union representative, and evaluator responsible for the APPR to discuss the reason(s) for appeal. The appeal documents, related information/supporting statements will be presented to the District superintendent/ designated Assistant Superintendent in advance.

DECISION-MAKER ON APPEAL
The District Superintendent/ designated Assistant Superintendent shall render a final decision, in writing within 15 calendar days. This decision will include all issues outlined in the dispute on all appeals filed.

•NOTE: These time-frames may be modified upon mutual agreement of the BOCES District Superintendent and the TBEA President. All decisions will be made in a timely and expeditious manner in accordance with Education Law 3012-c.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

Erie 2-Chautauqua-Cattaraugus BOCES will comply with all requirements for the training and certification of both lead evaluators and evaluators. This commitment includes both the initial training of all evaluators on the nine elements listed in Section 30-2.9 of the Rules of the Board of Regents and the ongoing training and support essential to maintain the needed level of inter-rater reliability. For the Erie 2 - Chautauqua - Cattaraugus BOCES, the evaluators will include the Assistant Superintendent for Curriculum and Instruction, the Directors of CTE, Alternative and Special Education. The lead evaluators will include the Principals/Supervisors as assigned.

The initial training process began in August 2012 and will continue throughout the 2012-2013 school year.

The district superintendent will certify all lead evaluators/evaluators upon receipt of proper documentation that the individual has fully completed training. The district superintendent will maintain records of certification of evaluators.

Additional evaluator training will occur regionally in cooperation with component school districts and our BOCES Network Team.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidances and protocols recommended in training for lead evaluators.

Re-Certification and Updated Training
The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, July 17, 2012
Updated Wednesday, January 16, 2013

Page 1

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

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

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

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

K-12 Special Ed.
K-12 Alternative Ed.
(No response)
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	BOCES CTE 9-12	State-approved 3rd party assessment	NOCTI - Career Skills, Visual Communications and Multimedia Design, Building Construction Occupations, Heating-Ventilation-Air Conditioning and Refrigeration, Collision Repair Refinishing Technology, Diesel Technology, Precision Machining, Nursing Assisting, Welding, Criminal Justice, Automotive Technician, Culinary Arts Level 1 prep Cook Culinary Arts Level 2 Cook, Computer Networking Fundamentals, CAD Online, Small Animal Science, Conservation, Cosmetology (NY)

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	HEDI points will be assigned based on the percentage of students meeting the target. Annually, Principals/Supervisors will meet with the Director/Lead Evaluators to set growth target scores per building based on baseline data from that cohort. Target scores will be quantified and differentiated based upon the baseline data for students. The Superintendent/designee can approve, deny or edit the expectations for student performance on an annual basis. See Attachment 7
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Percent meeting growth target with score: 20- 95-100% 19- 90-94% 18- 80-89% See Attachment 7
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Percent meeting growth target with score: 17- 78-79% 16- 76-77% 15- 75%

	14- 73-74% 13- 71-72% 12- 70% 11- 68-69% 10-66-67% 9- 65% See Attachment 7
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Percent meeting growth target with score: 8- 63-64% 7- 60-62% 6- 57-59% 5- 54-56% 4- 52-53% 3- 50-51% See Attachment 7
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Percent meeting growth target with score: 2- 35-49% 1- 20-34% 0- 0-19% See Attachment 7

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

assets/survey-uploads/5365/153015-lha0DogRNw/E2CCB Attachments 7 Principal Growth_1.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, September 17, 2012
Updated Friday, January 18, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	K-12 Special Education	(d) measures used by district for teacher evaluation	STAR Reading Enterprise
	K-12 Alternative Education	(d) measures used by district for teacher evaluation	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	HEDI points will be assigned base on the percentage of students meeting or exceeding the target. Annually, Principals/Supervisors will meet with the Director/Leader Evaluator to set target achievement scores based upon the baseline data. The Superintendent/designee can approve, deny or edit the expectations for student performance annually.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement target percentage with score: 15- 90-100% 14- 80-89%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement target percentage with score: 13- 77-79% 12- 74-76% 11- 71-73% 10- 68-70% 9- 66-67% 8- 65%

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement target percentage with score: 7- 62-64% 6- 59-61% 5- 56-58% 4- 53-55% 3- 50-52%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement target percentage with score: 2- 35-49% 1- 20-34% 0- 0-19%

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

(No response)

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

(No response)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	BOCES CTE 9-12	(d) measures used by district for teacher evaluation	NOCTI - Career Skills, Visual Communications and Multimedia Design, Building Construction Occupations, Heating-Ventilation-Air Conditioning and Refrigeration, Collision Repair Refinishing Technology, Diesel Technology, Precision Machining, Nursing Assisting, Welding, Criminal Justice, Automotive Technician, Culinary Arts Level 1 prep Cook Culinary Arts Level 2 Cook, Computer Networking Fundamentals, CAD Online, Small Animal Science, Conservation, Cosmetology (NY)

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	HEDI points will be assigned base on the percentage of students meeting or exceeding the target. Annually, Principals/Supervisors will meet with the Director/Lead Evaluator to set target achievement scores based upon the baseline data. The Superintendent/designee can approve, deny, or edit the expectations for student performance annually.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement target percentage with score: 20- 95-100% 19- 90-94% 18- 80-89%
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement target percentage with score: 17- 78-79% 16- 76-77% 15- 75% 14- 73-74% 13- 71-72% 12- 70% 11- 68-69% 10- 66-67% 9- 65%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement target percentage with score: 8- 63-64% 7- 60-62% 6- 57-59% 5- 54-56% 4- 52-53% 3- 50-51%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement target percentage with score: 2- 35-49% 1- 20-34% 0- 0-19%

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

For principals using multiple locally selected measures, all of the student scores from the multiple sections/courses will be combined into one overall component score of 0-15 (BOCES Alternative/Special Education) or 0-20 (BOCES CTE) as applicable, weighted proportionately based on the number of students in each section/course.

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, July 17, 2012
Updated Friday, January 18, 2013

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals | Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(No response)
9.3) Assurances -- Goals | Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The scoring of the Multidemensional Principal Performance Rubric (MPPR) allows principals to earn from 0-60 points.

Ratings of "ineffective" on the rubric receive 0 points.
Ratings of "developing" ion the rubric receive 2.25 points.
Ratings of "effective" on the rubric receive 3.5 points.
Ratings of "highly effective" on the rubric receive 4 points.

The six domains and the goal setting component are weighted differently with domains 2 and 3 being the most heavily weighted.

The MPPR has six domains that align to the ISSLC (2008) Standards and a Goal Setting Dimension:
Domain 1: Shared Vision
Domain 2: Culture and Instructional Program
Domain 3: Safe and Effective Learning Environment
Domain 4: Community
Domain 5: Integrity, Fairness, Ethics
Domain 6: Political, Social and Economic
Goal Setting

All 60 points for the "Other Effective Measures" will be based upon this rubric as follows:
Domain 1: Shared Vision 4 elements worth 4 points
Domain 2: Culture and Instructional Program 10 elements worth 25 points
Domain 3: Safe and Effective Learning Environment 5 elements worth 15 points
Domain 4: Community 3 elements worth 3 points
Domain 5: Integrity, Fairness, Ethics 6 elements worth 6 points
Domain 6: Political, Social and Economic 3 elements worth 3 points
Goal Setting 4 points

Attachment 9 provides further clarification of the process for scoring the rubric and assigning the HEDI ratings.
HEDI:
H = 57-60
E = 47-56
D = 17-46
I = 0-16

Rounding rules will apply in all scoring but in no case will rounding cause movement into a different HEDI band.

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

assets/survey-uploads/5143/153055-pMADJ4gk6R/E2CCB rubric conversion - principal.docx

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.	57-60: Points for highly effective are determined by the overall scores indicated on the Multidimensional Principal Performance Rubric - Rounding Rules apply.
Effective: Overall performance and results meet standards.	47-56: Points for effective are determined by the overall scores indicated on the Multidimensional Principal Performance Rubric - Rounding Rules apply.
Developing: Overall performance and results need improvement in order to meet standards.	17-46: Points for developing are determined by the overall scores indicated ont he Multidimensional Principal Performance Rubric - Rounding Rules apply.
Ineffective: Overall performance and results do not meet standards.	0-16: Points for ineffective are determined by the overall scores indicated on the Multidimensional Principal Performance Rubric - Rounding Rules apply.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	57-60
Effective	47-56
Developing	17-46
Ineffective	0-16

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	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

Tenured Principals

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Monday, September 17, 2012
Updated Tuesday, January 15, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	57-60
Effective	47-56
Developing	17-46
Ineffective	0-16

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, September 17, 2012
Updated Friday, January 18, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/178256-Df0w3Xx5v6/Principal Improvement Plan Template 1-18-13.doc

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Erie 2-Chautauqa-Cattaraugus BOCES
APPR Principal/Supervisor Appeal Process
APPEAL PROCESS
The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. All grounds for appeal must be raised within one appeal, provided the PSA member knew or could have

reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filled but only based upon such previously unknown grounds. Each of the steps outlined below will occur in the time-frame of 15 calendar days. If for any reason, this time-frame must be altered it will be at the mutual agreement of the District superintendent and the PSA President. All steps toward resolution of an appeal will occur in a timely and expeditious manner.

APPR SUBJECT TO APPEAL PROCEDURE
In accordance with Education Law 3012-c5 an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Educational Law 3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

PROHIBITION AGAINST MORE THAN ONE APPEAL
A PSA member may not file multiple appeals regarding the same performance review or Principal Improvement Plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF
In an appeal, the principal has the burden of demonstrating by clear and convincing evidence that his/her overall rating of "ineffective" was affected by substantial error or defect.

GROUNDS FOR APPEAL
An appeal may be filed challenging the APPR based upon one or more of the following grounds:
1. The substance of the APPR,
2. The BOCES failure to adhere to the standards and methodologies required for the APPR, pursuant to Education Law 3012-c and applicable rules and regulations,
3. The BOCES failure e to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures,
4. The BOCES failure to issue and/or implement the terms of the PIP, where applicable, as required under Education Law 3012-c.

NOTIFICATION OF THE APPEAL
The notification of the APPR appeal by a member who is deemed ineffective shall be filed, in writing to the PSA member's evaluator, within 15 business days after the PSA member has received the APPR's final composite score. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. Notification of the appeal shall be provided to the Divison Director, the Assistant Superintendent for Curriculum and Instruction, and the District Superintendent.

SUPERVISING ADMINISTRATOR'S WRITTEN RESPONSE TO THE APPEAL
Within 15 business days of receipt of an appeal, the PSA member's evaluator must submit a detailed written response. This response must include any and all additional documents or materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. This response shall be provided to the Assistant Superintendent for Curriculum and Instruction and the District Superintendent.

DECISION OF THE APPEAL
Step One- Conference
The conference shall be a meeting within 15 business days of filing the appeal wherein the authorizing administrator (Division Director and/or Assistant Superintendent for Curriculum and Instruction), PSA member and bargaining unit representative (if desired by the PSA member), are able to discuss the evaluation and the area(s) of dispute. The PSA member is not satisfied with the outcome he/she may proceed to the second step.

Step Two –Initiated by the PSA member
Within 15 business days of the conclusion of the conference the PSA member will notify the District Superintendent in writing requesting a meeting to discuss the dispute.

Step Three – Meeting with District Superintendent
Within 15 business days of receipt of meeting request from PSA member, the District Superintendent will schedule a meeting with the PSA member, Union representative, and evaluator responsible for the APPR to discuss the reason(s) for appeal. The appeal documents, related information/supporting statements will be presented to the District superintendent/ in advance.

DECISION-MAKER ON APPEAL
The District Superintendent shall render a final decision, in writing within 15 business days. The District Superintendent will include

all issues outlined in the dispute on all appeals filed.
NOTE : These time-frames may be modified upon mutual agreement of the BOCES District Superintendent and the PSA President.. All decisions will be made in a timely and expeditious manner in accordance with Education Law 3012-c.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

A minimum of 40 hours will be provided by E2CC BOCES Network Team Specialists on the MPPR Rubric, bias and inter-rater reliability to ensure that lead evaluators are properly trained for certification. Quarterly checkpoints will be held to maintain inter-rater reliability over time. Additionally, evaluators will be re-certified on a regular basis and receive updated training regarding any changes in the law, regulations or applicable collective bargaining agreements. These trainings will be a minimum of 8 hours in length. The trainings will include a process to maintain inter-rater reliability (quarterly) in accordance with NYSED guidance and protocols recommended for training of lead evaluators. All lead evaluators will be re-certified annually and all new lead evaluators will receive the full training initially as required by law.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Monday, September 17, 2012
Updated Friday, January 18, 2013

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/178263-3Uqgn5g9Iu/District Certification 1-18-13.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Attachment 2A-2G

Growth Target for 2012-2013: K-2 ELA and Mathematics

Grade 3 ELA and Mathematics State Assessment

50% of students will meet individual growth targets based upon STAR Reading/STAR Mathematics pre-assessments.

No Value Added (20 points)

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
86-100%	66-85%	51-65%	50%	48-49%	46-47%	44-45%	42-43%	41%	39-40%	37-38%	35-36%	18-34%	16-17%	14-15%	12-13%	10-11%	8-9%	6-7%	4-5%	0-3%

Attachment 2B

Growth Target for 2012-2013: Grades 6-7 Science
50% of students will meet individually set growth targets on the locally selected assessment.

Growth Target for 2012-2013: Grade 8 Science
50% of students will meet the target developed using the Grade 8 Science assessment as the summative assessment.

Growth Target for 2012-2013: Regents Science
50% of students will meet the target developed using the Regents level science assessment as the summative assessment.

No Value Added (20 points)

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
86-100%	66-85%	51-65%	50%	48-49%	46-47%	44-45%	42-43%	41%	39-40%	37-38%	35-36%	18-34%	16-17%	14-15%	12-13%	10-11%	8-9%	6-7%	4-5%	0-3%

Attachment 2C

Growth Target for 2012-2013: Grades 6-8 Social Studies and High School Social Studies
50% of students will meet individual growth targets on the locally selected assessment.

50% of students will meet individual growth targets based upon
locally developed assessments/Regents Examinations.

No Value Added (20 points)

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
86-100%	66-85%	51-65%	50%	48-49%	46-47%	44-45%	42-43%	41%	39-40%	37-38%	35-36%	18-34%	16-17%	14-15%	12-13%	10-11%	8-9%	6-7%	4-5%	0-3%

Attachment 2D

Growth Target for 2012-2013: Grades 9-12 Mathematics

50% of students in ELA will meet individual growth targets based upon Regents Examinations used as a summative assessment.

No Value Added (20 points)

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
86-100%	66-85%	51-65%	50%	48-49%	46-47%	44-45%	42-43%	41%	39-40%	37-38%	35-36%	18-34%	16-17%	14-15%	12-13%	10-11%	8-9%	6-7%	4-5%	0-3%

Attachment 2E

Growth Target for 2012-2013: Grades 9-11 English Language Arts

50% of students will meet individual growth targets based upon locally developed assessments/Regents Examinations.

No Value Added (20 points)

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
86-100%	66-85%	51-65%	50%	48-49%	46-47%	44-45%	42-43%	41%	39-40%	37-38%	35-36%	18-34%	16-17%	14-15%	12-13%	10-11%	8-9%	6-7%	4-5%	0-3%

Attachment 2F

Growth Target for 2012-2013: Other Courses/Subjects K-8 and 9-12

50% of students will meet individual growth targets based upon locally developed assessments/Regents Examinations.

No Value Added (20 points)

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
86-100%	66-85%	51-65%	50%	48-49%	46-47%	44-45%	42-43%	41%	39-40%	37-38%	35-36%	18-34%	16-17%	14-15%	12-13%	10-11%	8-9%	6-7%	4-5%	0-3%

Attachment 2G

Growth Target for 2012-2013: CTE Courses

50% of students will meet individual growth targets based upon NOCTI Assessments

No Value Added (20 points)

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
86-100%	66-85%	51-65%	50%	48-49%	46-47%	44-45%	42-43%	41%	39-40%	37-38%	35-36%	18-34%	16-17%	14-15%	12-13%	10-11%	8-9%	6-7%	4-5%	0-3%

Attachment 2A-2G

Growth Target for 2012-2013: K-2 ELA and Mathematics

50% of students will meet individual growth targets based upon STAR Reading/STAR Mathematics pre-assessments.

No Value Added (20 points)

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
86-100%	66-85%	51-65%	50%	48-49%	46-47%	44-45%	42-43%	41%	39-40%	37-38%	35-36%	18-34%	16-17%	14-15%	12-13%	10-11%	8-9%	6-7%	4-5%	0-3%

Attachment 2B

Growth Target for 2012-2013: Grades 6-7 Science
50% of students will meet individually set growth targets on the locally selected assessment.

Growth Target for 2012-2013: Grade 8 Science
50% of students will meet the target developed using the Grade 8 Science assessment as the summative assessment.

Growth Target for 2012-2013: Regents Science
50% of students will meet the target developed using the Regents level science assessment as the summative assessment.

No Value Added (20 points)

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
86-100%	66-85%	51-65%	50%	48-49%	46-47%	44-45%	42-43%	41%	39-40%	37-38%	35-36%	18-34%	16-17%	14-15%	12-13%	10-11%	8-9%	6-7%	4-5%	0-3%

Attachment 2C

Growth Target for 2012-2013: Grades 6-8 Social Studies
50% of students will meet individual growth targets on the locally selected assessment.

50% of students will meet individual growth targets based upon locally developed assessments/Regents Examinations.

No Value Added (20 points)

Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
86-100%	66-85%	51-65%	50%	48-49%	46-47%	44-45%	42-43%	41%	39-40%	37-38%	35-36%	18-34%	16-17%	14-15%	12-13%	10-11%	8-9%	6-7%	4-5%	0-3%

Attachment 2D

Growth Target for 2012-2013: Grades 9-12 Mathematics

50% of students in ELA will meet individual growth targets based upon Regents Examinations used as a summative assessment.

No Value Added (20 points)

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
86-100%	66-85%	51-65%	50%	48-49%	46-47%	44-45%	42-43%	41%	39-40%	37-38%	35-36%	18-34%	16-17%	14-15%	12-13%	10-11%	8-9%	6-7%	4-5%	0-3%

Attachment 2E

Growth Target for 2012-2013: Grades 9-12 English Language Arts

50% of students will meet individual growth targets based upon locally developed assessments/Regents Examinations.

No Value Added (20 points)

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
86-100%	66-85%	51-65%	50%	48-49%	46-47%	44-45%	42-43%	41%	39-40%	37-38%	35-36%	18-34%	16-17%	14-15%	12-13%	10-11%	8-9%	6-7%	4-5%	0-3%

Attachment 2F

Growth Target for 2012-2013: Other Courses/Subjects K-8

50% of students will meet individual growth targets based upon locally developed assessments/Regents Examinations.

No Value Added (20 points)

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
86-100%	66-85%	51-65%	50%	48-49%	46-47%	44-45%	42-43%	41%	39-40%	37-38%	35-36%	18-34%	16-17%	14-15%	12-13%	10-11%	8-9%	6-7%	4-5%	0-3%

Attachment 2G

Growth Target for 2012-2013: CTE Courses

50% of students will meet individual growth targets based upon NOCTI Assessments

No Value Added (20 points)

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
86-100%	66-85%	51-65%	50%	48-49%	46-47%	44-45%	42-43%	41%	39-40%	37-38%	35-36%	18-34%	16-17%	14-15%	12-13%	10-11%	8-9%	6-7%	4-5%	0-3%

Attachment 7

Growth Target for 2012-2013

No Value Added (20 points)

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
95 100%	90-94%	80-89%	78-79%	76-77%	75%	73-74%	71-72%	70%	68-69%	66-67%	65%	63-64%	60-62%	57-59%	54-56%	52-53%	50-51%	35-49%	20-34%	0-19%

HEDI Scale for Erie 2- Chautauqua – Cattaraugus BOCES 2012-2013

Attachments 3A and 3B: Local Achievement/Growth Target for 2012-2013

Attachment 3A: With Value Added Measure (0-15 points)

Attachment 3A

Local Achievement/Growth Target for 2012-2013

(15 points)

Highly Effective		Effective						Developing					Ineffective		
15	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
65-100%	54-65%	48-53%	47-43%	40-42%	38-39%	36-37%	35%	26-34%	14-25%	12-13%	10-11%	8-9%	6-7%	4-5%	0-3%

Attachment 3B: (0-20 Points)

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
86-100%	66-85%	51-65%	50%	48-49%	46-47%	44-45%	42-43%	41%	39-40%	37-38%	35-36%	18-34%	16-17%	14-15%	12-13%	10-11%	8-9%	6-7%	4-5%	0-3%

NOCTI pre and post tests given at E2CC BOCES

Career Skills

Visual Communications and Multimedia Design

Building Construction Occupations

Heating-Ventilation-Air Conditioning and Refrigeration

Collision Repair & Refinishing Technology

Diesel Technology

Precision Machining

Nursing Assisting

Welding

Criminal Justice

Automotive Technician

Culinary Arts Level 1 prep Cook

Culinary Arts Level 2 Cook

Computer Networking Fundamentals

CAD Online

Small Animal Science

Conservation

Cosmetology (NY)

HEDI Scale for Erie 2- Chautauqua – Cattaraugus BOCES 2012-2013

Attachments 3A and 3B: Local Achievement/Growth Target for 2012-2013

Attachment 3A: With Value Added Measure (0-15 points)

Attachment 3A

Local Achievement/Growth Target for 2012-2013

(15 points)

Highly Effective		Effective						Developing					Ineffective		
15	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
65-100%	54-65%	48-53%	47-43%	40-42%	38-39%	36-37%	35%	26-34%	14-25%	12-13%	10-11%	8-9%	6-7%	4-5%	0-3%

Attachment 3B: (0-20 Points)

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
86-100%	66-85%	51-65%	50%	48-49%	46-47%	44-45%	42-43%	41%	39-40%	37-38%	35-36%	18-34%	16-17%	14-15%	12-13%	10-11%	8-9%	6-7%	4-5%	0-3%

Erie 2-Chautauqua-Cattaraugus BOCES
Principal Evaluation Rubric Conversion to HEDI

The MPPR has six domains that align to the ISSLC (2008) standards and a Goal Setting Dimension:

Domain 1: Shared Vision
Domain 2: Culture and Instructional Program
Domain 3: Safe and Effective Learning Environment
Domain 4: Community
Domain 5: Integrity, Fairness, Ethics
Domain 6: Political, Social and Economic
Goal Setting

All 60 points for the "Other Effective Measures" will be based upon this rubric as follows:

Domain 1: Shared Vision	4 elements worth 4 points
Domain 2: Culture and Instructional Program	10 elements worth 25 points
Domain 3: Safe and Effective Learning Environment	5 elements worth 15 points
Domain 4: Community	3 elements worth 3 points
Domain 5: Integrity, Fairness, Ethics	6 elements worth 6 points
Domain 6: Political, Social and Economic	3 elements worth 3 points
Goal Setting	4 points

Each component will be weighted as follows:

HEDI Category	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
MPPR Level of Performance	Ineffective	Developing	Effective	Highly Effective
Points	0.0	2.25	3.5	4.0

Example:
For Domain 2 there are 10 scored elements. Each element has a possible highest score of 4 points (all in the Highly Effective rating). This Domain has a maximum point value of 25 points.

Therefore, if you multiply 10 elements times 4 points each, you get 40 points. 40 out of 40 equals 1. Multiply 1 times the value of the Domain (25) and you get a score for Domain 2 of 25 points.

If the principal scored varying ratings throughout Domain 2 and ended up with 2 Developing ratings, 5 Effective ratings, and 3 Highly Effective ratings, the score would be determined this way:
2 X 2.25= 4.5
5 X 3.5 =17.5
3 X 4.0 =12.0
Total=34 points

Divide 34 by 40 which is the total possible points per element and get 0.85. Multiply this by the total possible points for this Domain which is 25 and get 21.25.

21 is the score the principal would get for Domain 2 since rounding rules apply.

The conversion of the total points to the HEDI categories shall be as follows:

Highly Effective: Overall performance and results exceed standards.	57-60: Points for highly effective are determined by the overall scores indicated on the Multidimensional Principal Performance Rubric-Rounding rules apply
Effective: Overall performance and results meet standards.	47-56: Points for effective are determined by the overall scores indicated on the Multidimensional Principal Performance Rubric-Rounding rules apply
Developing: Overall performance and results need improvement in order to meet standards.	17-46: Points for developing are determined by the overall scores indicated on the Multidimensional Principal Performance Rubric-Rounding rules apply
Ineffective: Overall performance and results do not meet standards.	0-16: Points for ineffective are determined by the overall scores indicated on the Multidimensional Principal Performance Rubric-Rounding rules apply

Scoring Methodology for the 60% Teacher Effects

NYSUT recommends the outcomes/scores of the 60% Teacher Effects be tied to an average rubric score from 1-4. Using these standard scores will make the conversion to a rating easier to understand and compute.

Converting points to a rating

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated according to the rubric, that rating would determine where the teacher falls in the HEDI categories, and then the points are applied. For example, a teacher that scores 3.0 on the rubric would translate to a score in the "effective" range. The teacher would then receive 58 points toward the composite score.

Calculating Steps

- Taking into account the SED preset scales for the other two sub-components and the composite scores, NYSUT calculated the scale (point distribution) for each rating category (Highly Effective=59-60, Effective=57-58, Developing=50-56, Ineffective=0-49) for this sub-component.
- Once these sub-component scale scores were determined, NYSUT calculated how much each rubric score category of 1-4 would be worth, based on the number of points within each category. For example, a 1 on the rubric equates to an ineffective rating, the number of possible rubric points in the 1 range would need to equate to the 49 points of the ineffective subcomponent score. SED requires that all points 0-60 are reachable, so the rubric scores in the Ineffective range were expanded in order to accommodate all of the possible scores 0-49. Each category conversion was calculated based on the possible number of rubric scores and the number of sub-component points within each category.

Teacher Effects Conversion Scale

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.

Rubric Score to Sub-Component Conversion Chart

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

1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

E2CC BOCES Targeted Improvement Plan (TIP)

Target Skills Area in Need of Improvement	Behaviors/Performance Standards to be Addressed	Action to be taken by Teacher	Timeline	Suggested differentiated support improvement including i.e. Activities/Visitations/Professional Development(mutually discussed) & Support From Team If Needed	Assessment of Improvement 60 day/minimum of 2 observations

Instructional Professional response (if necessary, please attach a separate sheet with signature and date)

Date_____ Signature of Administrator _____

Acknowledgement of Review
This evaluation has been reviewed with me in a conference with the administrator indicated above. I acknowledge that this action plan will be attached to my summative evaluation and placed in my personnel file.

Date_____ Signature of Instructional Professional_____

Erie 2-Chautauqua-Cattaraugus BOCES
Annual Professional Performance Review
Teacher Improvement Plan (TIP)

Erie 2-Chautauqua-Cattaraugus BOCES Annual Professional Performance Review process (APPR) is designed to recognize, support, and improve the teaching-learning process. The majority of teachers (as defined in the TBEA contract) will be well served by the APPR process and will find it to be a valuable experience for professional growth.

There may be a smaller number of individuals, however, who need additional support. Upon rating a teacher as Developing or Ineffective through the annual professional performance review the BOCES will formulate and commence implementation of a teacher improvement plan (TIP). That support will come through a mutually developed TIP related to the Annual Professional Performance Review process. Implementation will begin no later than ten (10) school days from the opening of classes in the year following the school year for which the teacher's performance is being measured. All cost associated with the implementation of the TIP including, but not limited to, tuition, fees and travel shall be borne by E2CC BOCES in their entirety. This APPR Plan will replace the Collective Bargaining Agreement language for the grievance process as it pertains to the Annual Professional Performance Review process only.

The TIP –Teacher Improvement Plan – is designed to recognize, support, and improve the teaching-learning process. The TIP is also designed to help teachers address areas in need of improvement based on one or more of the eight New York State Criteria for Evaluation. The eight criteria are: (1) content knowledge; (2) preparation: (3) instructional delivery; (4) classroom management; (5) student development; (6) student assessment; (7) collaboration; and (8) reflective and responsive practice.

THE PURPOSES OF THE TIP

- To demonstrate the commitment of the BOCES to the professional growth and development of all teachers;
- To improve the performance of teachers who are identified by the administration as needing improvement in any of the eight criteria for evaluation;
- To implement a process that is a good faith effort to provide a supportive and structured plan for improvement within a certain timeframe.

THE TIP PROCEDURES

The TIP procedures are guidelines for the administrator and teacher involved in the TIP process. The teacher may involve a selected representative, such as the Instructional Leader, veteran teacher, mentor, or a TBEA representative.

- Document incidents related to the area(s) of concern;
- Identify the area(s) of concern;
- List the members of the support team;
- Develop a TIP plan

THE TIP PLAN

The teacher and the administrator will draft and complete a TIP document using the BOCES model to guide the development of the TIP language. The TIP document will be signed by the teacher, the administrator, and a TBEA representative. Every effort will be made to ensure confidentiality. The plan will include:

- Clear description of the professional learning activities that the educator must complete;
    - These activities should be connected directly to the areas needing improvement.
    - Artifacts the teacher must produce can serve as benchmarks of improvement and as evidence for the final stage of the improvement plan ; these may include but not be limited to:
        - Lesson plans, supporting materials including student work, logs etc.
- Definition of specific standards-based goals that the teacher must make progress toward attaining within a specific period of time;
- Identification of areas that need improvement;
- A timeline for achieving improvement;
- The manner in which improvement will be assessed and;
- Where appropriate, differentiated activities to support improvement in these areas.

Erie 2 – Chautauqua – Cattaraugus BOCES
Principal Improvement Plan (PIP)
APPR

When the performance of a E2CC BOCES Principal/Supervisor is deemed "ineffective," the Director of the Division in which the Principal serves shall be required to develop a Principal Improvement Plan (PIP) in consultation with the Principal.
Such Plan will be implemented within ten (10) work days of the start of the school year within which the Plan will be applied. The Plan shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support that will be provided and the measurable outcomes that will be evaluated to demonstrate improvement.
The template to be used in the development of the (PIP) is attached to this plan.
Upon rating a Principal as "ineffective," an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commences no later than ten (10) work days after the start of a school year. The District Superintendent/designated Assistant Superintendent, in conjunction with the Principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.

2. Specific improvement goal(s)/outcome(s) statements.

3. Specific improvement action steps/activities.

4. A reasonable timeline for achieving improvement.

5. Required and accessible resource to achieve the goal(s)/outcome(s).

6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meeting shall occur at least twice during the year; the first will occur between December1 and December 15 and the second will occur between March 1 and March 15. A written summary of feedback on the progress will be provided to the Principal within five (5) work days following each meeting.

7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.

8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the Principal.

E2CC BOCES Principal Improvement Plan (PIP)

Target Skills Area in Need of Improvement	Behaviors/Performance Standards to be Addressed	Action to be taken by Principal	Timeline	Suggested differentiated support improvement including i.e. Activities/Visitations/Professional Development(mutually discussed) & Support If Needed	Assessment of Improvement 60 day/minimum of 2 observations

Administrative Professional (Principal/Supervisor) response (if necessary, please attach a separate sheet with signature and date)

Date_____ Signature of Divisional Director _____

Acknowledgement of Review:

This evaluation has been reviewed with me in a conference with the administrator indicated above. I acknowledge that this action plan will be attached to my summative evaluation and placed in my personnel file.

Date_____ Signature of Principal/Supervisor_____

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 1/18/13

Teachers Union President Signature: Date: 1-18-13

Administrative Union President Signature: Date: 1/18/13

Board of Education President Signature: Date: 1/18/13