



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

Commissioner of Education
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January 4, 2013

Stephen T. Shafer, Superintendent
Franklin-Essex-Hamilton BOCES
23 Huskie Lane
Malone, NY 12953

Dear Superintendent Shafer:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

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

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 09, 2012

Updated Friday, December 28, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 169000000000

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

169000000000

1.2) School District Name: FRANKLIN-ESSEX-HAMILTON BOCES

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

FRANKLIN-ESSEX-HAMILTON BOCES

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Wednesday, June 20, 2012

Updated Wednesday, January 02, 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	Not applicable	None, BOCES doesn't have K ELA instructional programs
1	Not applicable	None, BOCES doesn't have Gr. 1 ELA instructional programs
2	Not applicable	None, BOCES doesn't have Gr. 2 ELA instructional program

	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	The special education program will use the the NYS ELA Gr. 3 Assessment. BOCES doesn't have K-2 ELA
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Instructional programs. A pre-test will be administered for Grade 3 ELA. Differentiated growth targets will be set by the teacher in collaboration with the administration for each student and will be measured using the post test. The percentage of students meeting their growth target will be converted to a scale score of 0 to 20. The scale score chart is uploaded at 2.11. Highly Effective is 86%-100% which equates to the 18-20 point range. Effective is 75% to 85% which equates to the 9-17 point range. Developing is 51% to 74% which equates to 3-8 points and Ineffective is 0-50% which equates to 0-2 points. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 86% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 75% to 85% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 51% to 74% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 50% of his/her students meet the growth target. See scale at 2.11.

2.3) Grades K-3 Math

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

	Math	Assessment
K	Not applicable	None, BOCES doesn't have K Math instructional program
1	Not applicable	None, BOCES doesn't have Gr. 1 Math instructional program
2	Not applicable	None, BOCES doesn't have Gr. 2 Math instructional program
	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.	The special education program will use the the NYS Math Gr. 3 Assessment. BOCES doesn't have a K-2 Math instructional program. A pre-test will be administered for Grade 3 Math. Differentiated growth targets will be set by the teacher in collaboration with administration for each student and will be measured using the post test. The percentage of students of meeting their growth target will be converted to a scale score of 0 to 20. The scale score chart is uploaded at 2.11. Highly Effective is 86%-100% which equates to the 18-20 point range. Effective is 75% to 85% which equates to the 9-17 point range. Developing
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is 51% to 74% which equates to 3-8 points and Ineffective is 0-50% which equates to 0-2 points. Teachers can achieve all scale points from 0-20.

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

A teacher will be rated highly effective if 86% or greater of his/her students meet the growth target. See scale at 2.11.

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

A teacher will be rated effective if 75% to 85% of his/her students meet the growth target. See scale at 2.11.

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

A teacher will be rated developing if 51% to 74% of his/her students meet the growth target. See scale at 2.11.

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

A teacher will be rated ineffective if 0% to 50% of his/her students meet the growth target. See scale at 2.11.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	none, BOCES doesn't have a Gr. 6 Science instructional program
7	District, regional or BOCES-developed assessment	SLL/FEH BOCES Developed Grade 7 Life 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.

The alternative education program will use a BOCES developed assessment for grade 7 Life Science and the state assessment for grade 8 Physical Science. BOCES doesn't have a Gr. 6 Science instructional program. A BOCES developed pre-test will be administered at both Science grades 7 and 8 to establish a baseline. Differentiated growth targets will be set by the teacher in collaboration with administration for each student and will be measured using the post test. The percentage of students meeting their growth target will be converted to a scale score of 0 to 20. The scale score chart is uploaded at 2.11. Highly Effective is 86%-100% which equates to the 18-20 point range. Effective is 75% to 85% which equates to the 9-17 point range. Developing is 51% to 74% which equates to 3-8 points and Ineffective is 0-50% which equates to 0-2 points. Teachers can achieve all scale points from 0-20.

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

A teacher will be rated highly effective if 86% or greater of the students meet the growth target. See Scale at 2.11

state test).	
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if between 75% and 85% of the students meet the growth target. See Scale at 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if between 51% and 74% of the students meet the growth target. See scale at 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if between 0% and 50% of students meet the growth target. See scale at 2.11

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	none, BOCES doesn't have a Gr. 6 Social Studies instructional program
7	District, regional or BOCES-developed assessment	SLL/FEH BOCES Developed Grade 7 Social Studies Regional Assessment
8	District, regional or BOCES-developed assessment	SLL/FEH BOCES Developed Grade 8 Social Studies Regional 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.	The alternative education program will use a BOCES developed assessment for grade 7 and grade 8. BOCES doesn't have a Gr. 6 Social Studies instructional program. A BOCES developed pre-test will be administered at both grades 7 and 8 to establish a baseline. Differentiated growth targets will be set by the teacher in collaboration with administration for each student and will be measured using the post test. The percentage of students meeting their growth target will be converted to a scale score of 0 to 20. The scale score chart is uploaded at 2.11. Highly Effective is 86%-100% which equates to the 18-20 point range. Effective is 75% to 85% which equates to the 9-17 point range. Developing is 51% to 74% which equates to 3-8 points and Ineffective is 0-50% which equates to 0-2 points. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 86% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 75% to 85% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 51% to 74% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 50% of his/her students meet the growth target. See scale at 2.11.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	SLL/FEH BOCES Developed Social Studies Grade 10 Global 1 Regional 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.	The alternative education program will use a Grade 10 Global Social Studies BOCES developed assessment for Global 1 and the Social Studies Regents Assessment for Global 2 and Social Studies American history. A BOCES developed pre-test will be administered for both Global 1, Global 2 and American history to establish a baseline. Differentiated growth targets will be set by the teacher in collaboration with the administration for each student and will be measured using the post test. The percentage of students meeting their growth target will be converted to a scale score of 0 to 20. The scale score chart is uploaded at 2.11. Highly Effective is 86%-100% which equates to the 18-20 point range. Effective is 75% to 85% which equates to the 9-17 point range. Developing is 51% to 74% which equates to 3-8 points and Ineffective is 0-50% which equates to 0-2 points. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 86% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 75% to 85% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 51% to 74% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 50% of his/her students meet the growth target. See scale at 2.11.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The alternative education program will use the Science Regents Assessment for Living Environment. The BOCES doesn't offer instructional programs in Earth Science, Chemistry, or Physics. The Regents Examination pre-test will be administered for Living Environment to establish a baseline. Differentiated growth targets will be set by the teacher in collaboration with administration for each student and will be measured using the post test. The percentage of students meeting their growth target will be converted to a scale score of 0 to 20. The scale score chart is uploaded at 2.11. Highly Effective is 86%-100% which equates to the 18-20 point range. Effective is 75% to 85% which equates to the 9-17 point range. Developing is 51% to 74% which equates to 3-8 points and Ineffective is 0-50% which equates to 0-2 points. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 86% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 75% to 85% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 51% to 74% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 50% of his/her students meet the growth target. See scale at 2.11.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The alternative education program will use the Math Regents Assessment for Algebra 1. The pre-tests will be administered for Algebra 1 to establish a baseline. Differentiated growth targets will be set by the teacher in collaboration with the administration for each student and will be measured using the post test. The percentage of students meeting their growth target will be converted to a scale score of 0 to 20. The scale score chart is uploaded at 2.11. Highly Effective is 86%-100% which equated to the 18-20 point range. Effective is 75% to 85% which equates to the 9-17 point range. Developing is 51% to 74% which equates to 3-8 points and Ineffective is 0-50% which equates to 0-2 points. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 86% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 75% to 85% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 51% to 74% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 50% of his/her students meet the growth target. See scale at 2.11.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	STAR Reading Enterprise
Grade 10 ELA	State approved 3rd party assessment	STAR Reading Enterprise
Grade 11 ELA	Regents assessment	New York State Comprehensive English 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.	The alternative education program will use the Regents (Grade 11) and a State approved 3rd party assessment, Star Reading Enterprise, (Grades 9 and 10). A pre-test will be administered for Grades 9, Grade 10 ELA, and Grade 11 ELA. Differentiated growth targets will be set by the
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teacher in collaboration with administration for each student and will be measured using the post test. The percentage of students meeting their growth target will be converted to a scale score of 0 to 20. The scale score chart is uploaded at 2.11. Highly Effective is 86%-100% which equates to the 18-20 point range. Effective is 75% to 85% which equates to the 9-17 point range. Developing is 51% to 74% which equates to 3-8 points and Ineffective is 0-50% which equates to 0-2 points. Teachers can achieve all scale points from 0-20.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 86% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 75% to 85% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 51% to 74% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 50% of his/her students meet the growth target. See scale at 2.11.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Special Education 12:1 + 1:3	State Assessment	NYSAA
Couldn't get rid of this box to say N/A	State-approved 3rd party assessment	none
Special Education 12:1+1 Secondary	State Assessment	NYSAA
Special Education Multi-Occupations Secondary	District, Regional or BOCES-developed	FEH BOCES developed Secondary Special Education Multit-Occupation Assessment
Health Middle School	District, Regional or BOCES-developed	SLL/FEH BOCES developed Middle School Health Assessment
Health High School	District, Regional or BOCES-developed	SLL/FEH BOCES developed High School Health Assessment
French	District, Regional or BOCES-developed	FEH BOCES developed High School French Assessment
Building Trades	District, Regional or BOCES-developed	Capital Region/North Country JMT developed High School Building Trades Assessment
Automotive Technology	District, Regional or BOCES-developed	Capital Region/North Country JMT developed High School Automotive Technology Assessment
Cosmetology	District, Regional or BOCES-developed	Capital Region/North Country JMT developed High School Cosmetology Assessment
Culinary Arts	District, Regional or BOCES-developed	Capital Region/North Country JMT developed High School Culinary Arts Assessment
Early Childhood Education	District, Regional or BOCES-developed	Capital Region/North Country JMT developed High School Early Childhood Assessment

Electrical Trades	District, Regional or BOCES-developed	Capital Region/North Country JMT developed High School Electrical Trades Assessment
Health Occupations	District, Regional or BOCES-developed	Capital Region/North Country JMT developed High School Health Occupations Assessment
Heavy Equipment Operation and Repair	District, Regional or BOCES-developed	Capital Region/North Country JMT developed High School Heavy Equipment Operation and Repair Assessment
Natural Resource Sciences	District, Regional or BOCES-developed	Capital Region/North Country JMT developed High School Natural Resource Science Assessment
New Vision Government and Law	District, Regional or BOCES-developed	Capital Region/North Country JMT developed High School New Vision Government and Law Assessment
New Vision Health Careers	District, Regional or BOCES-developed	Capital Region/North Country JMT developed High School New Vision Health Careers Assessment
Heating, Ventillation and Air Conditioning	District, Regional or BOCES-developed	Capital Region/North Country JMT developed High School Heating, Ventilation, and Air Conditioning Assessment
21st Century Agriculture	District, Regional or BOCES-developed	Capital Region/North Country JMT developed High School 21st Century Agriculture Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All courses listed above will use the assessments identified above. A Regional or BOCES developed pre-test specific to the content area will be administered to establish a baseline. Differentiated growth targets will be set by the teacher in collaboration with administration for each student and will be measured using the post test. The percentage of students meeting their growth target will be converted to a scale score of 0 to 20. The scale score chart is uploaded at 2.11. Highly Effective is 86%-100% which equates to the 18-20 point range. Effective is 75% to 85% which equates to the 9-17 point range. Developing is 51% to 74% which equates to 3-8 points and Ineffective is 0-50% which equates to 0-2 points. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 86% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 75% to 85% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 51% to 74% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 50% of his/her students meet the growth target. See scale at 2.11.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/144387-TXEttx9bQW/2.11 Growth Score Scale_1.pdf

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Thursday, June 28, 2012

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Star Reading Enterprise
5	4) State-approved 3rd party assessments	Star Reading Enterprise
6	Not applicable	none, BOCES doesn't offer Gr. 6 ELA instructional program
7	4) State-approved 3rd party assessments	Star Reading Enterprise

8	4) State-approved 3rd party assessments	Star Reading Enterprise
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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.	ELA grades 4, 5, 7, 8 will use the the Star Enterprise Assessment. BOCES doesn't offer Gr. 6 ELA instructional program. HEDI bands are set based on the percentages of students in the teachers class that score proficiency of the assessments being used. Proficiency equals 65 or higher on Regents exams or 3 or higher on state assessments. For the Star assessment profieincy will be defined by Star Enterprise. The percentage of students who score proficient will determine the teacher's HEDI rating. Teachers achieve all points from 0-15. Please see attached chart at 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart in 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart in 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart in 3.3.

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	Not applicable	none, BOCES doesn't offer Gr. 6 Math Instructional program
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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Math grades 4, 5, 7, 8 will use the the Star Enterprise Assessment. BOCES doesn't offer Gr. 6 Math instructional program. HEDI bands are set based on the percentages of students in the teachers class that score proficiency of the assessments being used. Proficiency equals 65 or higher on Regents exams or 3 or higher on state assessments. For the Star assessment profieincy will be defined by Star Enterprise. The percentage of students who score proficient will determine the teacher's HEDI rating. Teachers achieve all points from 0-15. Please see attached chart at 3.3.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See chart in 3.3.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See chart in 3.3.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See chart in 3.3.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See chart in 3.3.</p>

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/5139/147084-rhJdBgDruP/3.3.docx](#)

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	Not applicable	none, BOCES doesn't offer K ELA instructional programs
1	Not applicable	none, BOCES doesn't offer Gr. 1 ELA instructional programs

2	Not applicable	none, BOCES doesn't offer Gr. 2 ELA instructional programs
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.	The alternative education program for Grade 3 will use the STAR Reading Enterprise Assessment. BOCES doesn't offer K-2 ELA instructional programs. HEDI bands are set based on the percentages of students in the teachers class that score proficiency of the assessments being used. Proficiency equals 65 or higher on Regents exams or 3 or higher on state assessments. For the Star assessment proficiency will be defined by Star Enterprise. The percentage of students who score proficient will determine the teacher's HEDI rating. Teachers achieve all points from 0-20. Please see attached chart at 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.

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	Not applicable	none, BOCES doesn't offer K Math instructional program
1	Not applicable	none, BOCES doesn't offer Gr. 1 Math instructional program
2	Not applicable	none, BOCES doesn't offer Gr. 2 Math instructional program
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.	The alternative education program will use STAR Math Enterprise for Gr. 3 Assessment. BOCES doesn't offer K-2 Math instructional programs. HEDI bands are set based on the percentages of students in the teachers class that score proficiency of the assessments being used. Proficiency equals 65 or higher on Regents exams or 3 or higher on state assessments. For the Star assessment profieincy will be defined by Star Enterprise. The percentage of students who score proficient will determine the teacher's HEDI rating. Teachers achieve all points from 0-20. Please see attached chart at 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	none, BOCES doesn't offer Gr. 6 Science instructional program
7	4) State-approved 3rd party assessments	Star Reading Enterprise
8	4) State-approved 3rd party assessments	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.	BOCES doesn't offer Gr. 6 Science instructional program. HEDI bands are set based on the percentages of students in the teachers class that score proficiency of the assessments being used. Proficiency equals 65 or higher
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on Regents exams or 3 or higher on state assessments. For the Star assessment proficiency will be defined by Star Enterprise. The percentage of students who score proficient will determine the teacher's HEDI rating. Teachers achieve all points from 0-20. Please see attached chart at 3.13.

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

See chart at 3.13.

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

See chart at 3.13.

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

See chart at 3.13.

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

See chart at 3.13.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	none, BOCES doesn't offer Gr. 6 Social Studies instructional program
7	4) State-approved 3rd party assessments	Star Reading Enterprise
8	4) State-approved 3rd party assessments	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.

BOCES doesn't offer Gr. 6 Social Studies instructional program. HEDI bands are set based on the percentages of students in the teachers class that score proficiency of the assessments being used. Proficiency equals 65 or higher on Regents exams or 3 or higher on state assessments. For the Star assessment proficiency will be defined by Star Enterprise. The percentage of students who score proficient will determine the teacher's HEDI rating. Teachers achieve all points from 0-20. Please see attached chart at 3.13.

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

See chart at 3.13.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.

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	4) State-approved 3rd party assessments	Star Reading Enterprise
Global 2	4) State-approved 3rd party assessments	Star Reading Enterprise
American History	4) State-approved 3rd party assessments	Star Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI bands are set based on the percentages of students in the teachers class that score proficiency of the assessments being used. Proficiency equals 65 or higher on Regents exams or 3 or higher on state assessments. For the Star assessment proficiency will be defined by Star Enterprise. The percentage of students who score proficient will determine the teacher's HEDI rating. Teachers achieve all points from 0-20. Please see attached chart at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. See chart at 3.13.

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	4) State-approved 3rd party assessments	Star Reading Enterprise
Earth Science	Not applicable	none, BOCES doesn't offer Earth Science instructional program
Chemistry	Not applicable	none, BOCES doesn't offer Chemistry instructional program
Physics	Not applicable	none, BOCES doesn't offer Physics instructional program

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.	BOCES doesn't offer Earth Science, Chemistry, or Physics instructional programs. HEDI bands are set based on the percentages of students in the teachers class that score proficiency of the assessments being used. Proficiency equals 65 or higher on Regents exams or 3 or higher on state assessments. For the Star assessment proficiency will be defined by Star Enterprise. The percentage of students who score proficient will determine the teacher's HEDI rating. Teachers achieve all points from 0-20. Please see attached chart at 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	See chart at 3.13.

for grade/subject.

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	4) State-approved 3rd party assessments	STAR Math Enterprise
Geometry	Not applicable	none, BOCES doesn't offer Geometry instructional program
Algebra 2	Not applicable	none, BOCES doesn't offer Algebra 2 instructional program

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.	BOCES doesn't offer Geometry or Algebra 2 instructional programs. HEDI bands are set based on the percentages of students in the teachers class that score proficiency of the assessments being used. Proficiency equals 65 or higher on Regents exams or 3 or higher on state assessments. For the Star assessment proficiency will be defined by Star Enterprise. The percentage of students who score proficient will determine the teacher's HEDI rating. Teachers achieve all points from 0-20. Please see attached chart at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise
Grade 10 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise
Grade 11 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is 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.	HEDI bands are set based on the percentages of students in the teachers class that score proficiency of the assessments being used. Proficiency equals 65 or higher on Regents exams or 3 or higher on state assessments. For the Star assessment proficiency will be defined by Star Enterprise. The percentage of students who score proficient will determine the teacher's HEDI rating. Teachers achieve all points from 0-20. Please see attached chart at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.

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
Special Education 12:1 + 1:3	4) State-approved 3rd party	STAR Early Literacy Enterprise, K-2 Assessment

Special Education 12:1+1 Elementary	4) State-approved 3rd party	STAR Reading and Math Enterprise, Gr. 3, 4, 5, 7, 8 Assessment
Special Education 12:1+1 Secondary	4) State-approved 3rd party	STAR Reading and STAR Math Enterprise
Special Education Multi-Occupations	4) State-approved 3rd party	STAR Reading and STAR Math Enterprise
Health Middle School	5) District/regional/BOCES–devel oped	SLL/FEH BOCES developed Middle School Health Assessment
Health High School	5) District/regional/BOCES–devel oped	SLL/FEH BOCES developed High School Health Assessments, Gr. 7-12
French	5) District/regional/BOCES–devel oped	FEH BOCES developed High School French Assessments, Gr. 8-12
Building Trades	5) District/regional/BOCES–devel oped	JMT Regionally developed High School Building Trades Assessment
Automotive Technology	5) District/regional/BOCES–devel oped	JMT Regionally developed High School Automotive Technology Assessment
Cosmetology	5) District/regional/BOCES–devel oped	JMT Regionally developed High School Cosmetology Assessment
Culinary Arts	5) District/regional/BOCES–devel oped	JMT Regionally developed High School Culinary Arts Assessment
Early Childhood Education	5) District/regional/BOCES–devel oped	JMT Regionally developed High School Early Childhood Education Assessment
Electrical Trades	5) District/regional/BOCES–devel oped	JMT Regionally developed High School Electrical Trades Assessment
Health Occupations	5) District/regional/BOCES–devel oped	JMT Regionally developed High School Health Occupations Assessment
Heavy Equipment Operation and Repair	5) District/regional/BOCES–devel oped	JMT Regionally developed High School Heavy Equipment Operation and Repair Assessment
Natural Resource Science	5) District/regional/BOCES–devel oped	JMT Regionally developed High School Natural Resource Science
New Vision Government and Law	5) District/regional/BOCES–devel oped	JMT Regionally developed High School New Vision Government and Law Assessment
New Vision Health Careers	5) District/regional/BOCES–devel oped	JMT Regionally developed High School New Vision Health Careers Assessment
Heating, Ventilation and Air Conditioning	5) District/regional/BOCES–devel oped	JMT Regionally developed High School Heating, Ventilation and Air Conditioning Assessment

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.	HEDI bands are set based on the percentages of students in the teachers class that score proficiency of the assessments being used. Proficiency equals 65 or higher on Regents exams or 3 or higher on state assessments. For the Star assessment proficiency will be defined by Star Enterprise. The percentage of students who score proficient will determine the teacher's HEDI rating. Teachers achieve all points from 0-20. Please see attached chart at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart at 3.13.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/147084-y92vNseFa4/3568941-3.13 HEDI Conversion Chart_4.docx

3.14) Locally Developed Controls

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

controls or adjustments.

No local adjustments or controls.

3.15) Teachers with More Than One Locally Selected Measure

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

Not apply

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Wednesday, May 09, 2012

Updated Thursday, January 03, 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.)

NYSUT Teacher Practice Rubric

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]	31
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

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 NYSUT Teacher Practice Rubric will be used to assess teachers' professional practice within each of the 7 standards and all the indicators. To determine the 31 points, using the NYSUT Teacher Practice Rubric, the evaluator will evaluate each standard and the score will be added up and divided by the number of indicators assessed. Each teacher will be assessed on a 1-4 point scale for each element within each of the 7 teaching standards resulting in an average standard score. The standard score will then be averaged to get an overall score of 1-4. This score will correspond to a 0-60 HEDI score for each teacher using the uploaded HEDI conversion chart in 4.5 For the 29 points, the teacher will complete a self analysis with the evaluator. Each teacher will be assessed on a 1-4 point scale for each element within each of the 7 standards resulting in an average score. The score will then be averaged to get an overall score of 1-4. This score will correspond to a 0-60 HEDI score for each teacher using the uploaded HEDI conversion chart in 4.5.

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/5091/127421-eka9yMJ855/4 5 Rubric 0-60 Scale Teacher Chart_1.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 NYS Teaching Standards.	Highly effective: overall performance and results exceed standards. Overall performance substantially exceeds district standards for performance based on the NYSUT Teacher Practice Rubric. Points will be assigned to their category based on the total achieved on the FEH BOCES Teachers framework. Please see chart attached above in 4.5.
Effective: Overall performance and results meet NYS Teaching Standards.	Effective: overall performance and results meets the standard. Overall performance meets or exceeds district standards for performance based on the NYSUT Teacher Practice Rubric. Points will be assigned to their category based on the total achieved on the FEH BOCES Teachers framework. Please see chart attached above in 4.5.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Developing: overall performance and results need improvement. Overall performance needs improvement in order to meet the district standards for performance based on the NYSUT Teacher Practice Rubric. Points will be assigned to their category based on the total achieved on the FEH BOCES Teachers framework. Please see chart attached above in 4.5.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Developing: overall performance and results do not meet the standard. Overall performance does not meet the district standards for performance based on the NYSUT Teacher Practice Rubric. Points will be assigned to their category based on the total achieved on the FEH BOCES Teachers framework. Please see chart attached above in 4.5.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, June 28, 2012

Updated Thursday, December 27, 2012

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 Thursday, June 28, 2012

Updated Friday, December 21, 2012

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/5265/147072-Df0w3Xx5v6/6.2 Teacher Improvement Plan.pdf>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

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

1. Appeals will be limited to the following situations:

a. A teacher completing the first year of a three-year probationary appointment may appeal only an Ineffective APPR composite

rating;

b. Any other teacher may appeal only an ineffective or a developing APPR composite rating;

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

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

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

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

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

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

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

3. A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

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

5. The following timelines will be strictly adhered to unless extended by mutual agreement. Failure of the petitioner to meet a timeline will nullify the appeal; failure of the respondent to meet a timeline will allow movement of the appeal to the next level. Any timeline extensions granted will be timely and expeditious in accordance with Education Law 3012-c.

Level 1 - Evaluator

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

b. (Formal) Any appeal must be submitted to the evaluator in writing no later than seven (7) school days of the date when the teacher receives his/her annual professional performance review. If a teacher is challenging the issuance or implementation of a teacher improvement plan, the appeal must be submitted in writing within seven (7) school days of issuance or of the time when the teacher knew or should have known of an alleged implementation breach of such plan.

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

d. Within seven (7) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/ information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal, and the Teachers' Association President(s), shall receive copies of the response and any and all additional information submitted with the response.

Level 2 – District Superintendent

a. Within seven (7) school days of receipt of the Level 1 response, if a teacher is not satisfied with such response the teacher must submit the appeal to the District Superintendent, or the District Superintendent's designee. (If the District Superintendent was the evaluator at Level 1, this Level 2 appeal must go to the District Superintendent's designee.) The District Superintendent or designee will be provided all documentation submitted in both the appeal and the evaluator's response.

b. Within seven (7) school days of receipt of the teacher's appeal, the District Superintendent or designee will conduct a hearing at

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

c. Within seven (7) school days of the District Superintendent hearing, the District Superintendent or designee will issue a written determination to the teacher, the Teachers' Association President(s), and the evaluator.

Level 3 – Panel

a. Within seven (7) school days of receipt of the Level 2 determination, if a teacher is not satisfied with such determination and if the Teachers' Association deems the appeal meritorious, the Association must submit the appeal to a bipartisan panel comprised of two (2) teacher representatives and two (2) administration representatives. The panel will be provided the entire appeals record; however, any information identifying the appellant or the appellant's district, evaluator or superintendent will be redacted prior to receipt by the panel. Further, the anonymity of the panel members will be protected to the extent possible throughout this procedure.*

b. Within seven (7) school days of receipt of the Association's appeal, the panel will jointly conduct a paper review and deliberation of the matter, and will issue a written recommendation for resolution to the Teachers' Association President and the District Superintendent or designee. The recommendation may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the recommendation, as well as dissenting opinions, if any, will be included with the recommendation. This panel's decision will be final and binding for all appeals on developing ratings. Appeals of ineffective ratings and split decisions on an appeal of a developing rating will proceed to level 4 below.

Level 4 – District Superintendent

a. Within seven (7) school days of receipt of the Level 3 recommendation for resolution, the District Superintendent or designee will give due consideration to the panel's recommendation and will issue a final and binding decision, in writing, to the appellant, to the Teachers' Association, and to the panel members. Whether the appeal is denied, sustained, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal. If the appeal is sustained, the District Superintendent or designee may set aside or modify a rating or improvement plan or order a new evaluation or improvement plan if procedures have been violated.

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

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

8. Nothing in this appeals procedure will restrict the right of the district or the obligation of the teacher to proceed in accordance with otherwise standard practice, e.g., implementation of an improvement plan or denial/granting of tenure, while an appeal is pending. Nothing therein shall be construed to alter or diminish the authority of the governing body of BOCES to grant or deny tenure to or terminate probationary teachers or principals during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the teacher's or principal's performance that is the subject of the appeal.

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.

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

- (1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;*
- (2) Evidence-based observation techniques that are grounded in research;*
- (3) Application and use of the student growth percentile model and the value-added growth model;*
- (4) Application and use of the teacher rubric, including training on the effective application of such rubrics to observe a teacher's practice;*
- (5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and*

school improvement goals, etc.;

(6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers;

(7) Use of the Statewide Instructional Reporting System;

(8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their subcomponent ratings; and

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

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

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

rating and their subcomponent ratings

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Friday, October 05, 2012
Updated Thursday, January 03, 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):

N/A as no principal will be receiving a value-added score because they do not meet the 30% requirement
(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
North Franklin Educational Center: CTE (Grades 11-12) and Alternative Education (Grades 7-12)	District, regional, or BOCES-developed	Capital Region/North Country JMT Regionally developed CTE Assessment, Gr. 7-12, grade and subject specific
Adirondack Educational Center: CTE (Grades 11-12) and Alternative Education (Grades 7-12)	District, regional, or BOCES-developed	Capital Region/North Country JMT Regionally developed CTE Assessment, Gr. 7-12, grade and subject specific
Special Education 12:1+1 Secondary	State-approved 3rd party assessment	STAR Reading Enterprise and STAR Math Enterprise (K-2) and NYS ELA Math Assessments, Gr. 4, 5, 7, 8, BOCES doesn't offer Gr. 6 instructional program

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	CTE Special Education principals will be assessed according to the percentage of students meeting or exceeding their growth targets on a regionally developed assessment (JMT). Highly Effective (18-20 points) will be based on 79-100% of students meeting or exceeding their individualized target. Effective (9-17 points) will be based on 62-78% of students meeting or exceeding their individualized target. Developing (3-8 points) will be based on 38-61% of students meeting or exceeding their individualized target. Ineffective (0-2 points) will be based on 0-37% of students meeting or exceeding their individualized target. The building principals will develop SLO's using available background and baseline data from pre-test results. After the post-assessments are administered and scored, the percentage of students who
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	have met or exceeded their target will be determined. After this percentage is determined.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	79-100% of students meet or exceed target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	62-78% of students meet or exceed target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	38-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-37% of students met or didn't exceed target

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

There are no considerations.

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
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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 Friday, October 12, 2012
Updated Thursday, January 03, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
n/a		n/a

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.	n/a
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a

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
North Franklin Educational Center: CTE (Grades 11-12) and Alternative Education (Grades 7-12)	(d) measures used by district for teacher evaluation	JMT Regionally Developed Gr. 7-12 grade and subject specific Assessment
Adirondack Educational Center: CTE (Grades 11-12) and Alternative Education (Grades 7-12)	(d) measures used by district for teacher evaluation	JMT Regionally Developed Gr. 7-12 grade and subject specific Assessment
Special Education 12:1+1 Secondary	(d) measures used by district for teacher evaluation	STAR Reading Enterprise and STAR Math Enterprise, (k-2) and ELA/Math Gr. 4, 5, 7, 8, BOCES doesn't have instructional programs in Gr. 6

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	CTE principals will be assessed according to their students' demonstration of mastery (which is 90% of greater) on a regionally developed subject specific assessment. The assessment will be administered in May, scored into percentages and then rated on 0-20 point scale based on the chart included in 8.2. Highly Effective will be from 90-100% (18-20 points), Effective will be from 65-89% (9-17 points), Developing will be from 41-64% (3-8 points) and Ineffective will be from 0-40% (0-2 points). Please see chart attached at 8.2. The Special Education principal will be assessed according to student demonstration of mastery on the STAR Reading and STAR Math assessments. ELA and Math grades 4, 5, 7, 8 will use the Star Enterprise Assessment. Mastery is defined by Star Enterprise. There is no Gr. 6 ELA or Math. The percentage of students demonstrating matery of their target will be converted to a scale score of 0 to 20. Highly Effective is 86%-100% which equates to the 18-20 point range. Effective is 75% to 85% which equates to the 9-17 point range. Developing is 51% to 74% which equates to 3-8 points and Ineffective is 0-50% which equates to 0-2 points. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	CTE - 90-100% Special Education - 86-100%
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	CTE - 65-89% Special Education - 75-85%

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	CTE - 41-64% Special Education - 51-74%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	CTE - 0-40% Special Education - 0-50%

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

(No response)

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

[assets/survey-uploads/5366/194601-T8MIGWUVm1/3568941-8.2 HEDI Conversion Chart_4.docx](#)

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 adjustments considered.

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.

Not applicable.

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 Wednesday, May 09, 2012
Updated Thursday, January 03, 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
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. [Click here for a downloadable copy of Form 9.2. \(MS Word\)](#)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Principals will be evaluated using the MPPR Rubric. To determine the 0-60 points, using the MPPR Rubric, the evaluator will evaluate each domain of the principal's professional practice within each of the 6 domains. The raw score will be added up to determine the score of 0-60. The principal's score will be determined holistically within each of the six domains. Once all domains are scored they will be added together resulting in an overall rubric score of 60 points. Please see attached chart for details on scoring below.

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/5143/127422-pMADJ4gk6R/9 7 MPPR 60 Points FEHB (2)_2.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.	Highly Effective: overall performance and results exceed standards. Overall performance substantially exceeds district standards for leadership performance based on NYS Standard (ISLLC 2008). Points will be assigned to their category based on the total achieved on the FEH BOCES Building Leadership Framework. The point distribution range for highly effective is 59-60.
Effective: Overall performance and results meet standards.	Effective: overall performance results meets the standard. Overall performance meets or exceeds district standard for leadership performance based on NYS Standard (ISLLC 2008). Points will be assigned in this category based on the total achieved on the FEH BOCES Building Leadership Framework. The point distribution range for effective is 57-58.
Developing: Overall performance and results need improvement in order to meet standards.	Developing: Overall performance and results need improvement in order to meet standards. Overall principal performance and results need improvement in order to meet district standards for leadership performance based on the

NYS Standard (ISLLC 2008). Points will be assigned in this category based on the total achieved on the FEH BOCES Building Leadership framework. The point distribution range for developing is 55-56.

Ineffective: Overall performance and results do not meet standards.

Ineffective: overall performance and results do not meet the standard. Overall principal performance does not meet district standard for leadership performance based on NYS Standard (ISLLC 2008). Points will be assigned in this category based on the total achieved on the FEH BOCES Building Leadership Framework. The point distribution range for ineffective is 0-54.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

Tenured Principals

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

10. Composite Scoring (Principals)

Created Friday, October 12, 2012

Updated Thursday, December 27, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

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 Friday, October 12, 2012
Updated Friday, December 21, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/194603-Df0w3Xx5v6/11.2 Principal Improvement Plan.pdf>

11.3) Appeals Process

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

- (1) the substance of the annual professional performance review

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

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

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

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

A. Appeals will be limited to the following situations:

- a. Probationary principals may only appeal a rating of ineffective.*
- b. A tenured principal may appeal only an ineffective or a developing APPR composite rating.*

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

- a. The substance of the individual's annual professional performance review;*
- b. The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;*
- c. The adherence to the Commissioner's regulations, as applicable to such reviews;*
- d. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews as limited by Section A, above.*

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

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

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

Level 1 - Evaluator

- a. (Informal) Following a qualifying event, as defined in Sections A and B, above, the principal shall be encouraged and shall be entitled to schedule a follow up meeting to informally discuss with the evaluator any and all related issues.*
- b. (Formal) Any appeal must be submitted to the evaluator or district superintendent/designee in writing no later than ten (10) school days of the date when the principal receives his/her annual professional performance review.*
- c. When filing an appeal, the principal must submit a detailed written description of the specific grounds for the appeal of the performance review being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.*
- d. Within ten (10) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/ information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The principal initiating the appeal, and the Administrators' Association President(s), shall receive copies of the response and any and all additional information submitted with the response.*

Level 2 – Panel

- a. Within fifteen (15) school days of receipt of the Level 1 response, if a principal is not satisfied with such response and if the Principals' Association deems the appeal meritorious, the Association must submit the appeal to a bipartisan panel comprised of three members, one chosen by the district, one chosen by the principal and one agreed upon by both parties. The panel will be provided the entire appeals record; however, any information identifying the appellant or the appellant's district, evaluator or district superintendent/designee will be redacted prior to receipt by the panel. Further, the anonymity of the panel members will be protected to the extent possible throughout this procedure.*
- b. Within fifteen (15) school days of receipt of the receipt of the Association's appeal, the panel will jointly conduct a paper review and deliberation of the matter, and will issue a written recommendation for resolution to the Principals' Association President and the district superintendent/designee. The recommendation may be to deny the appeal, to sustain the appeal and grant remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the recommendation, as well as dissenting opinions, if any, will be included with the recommendation. The panel's decision will be final and binding for appeals on developing ratings. Appeals of ineffective ratings will proceed to level 3 below.*
- c. The parties agree that any and all costs associated with the Panel will be split equally by the Association and the district.*

Level 3 – District Superintendent

- a. Within ten (10) school days of receipt of the Level 2 response to an appeal of an ineffective rating, if a principal is not satisfied with such response the principal must submit the appeal to the district superintendent, or the district superintendent's designee. (If the District Superintendent was the evaluator at Level 1, this Level 3 appeal must go to the District Superintendent's designee.) The District Superintendent or designee will be provided all documentation submitted in both the appeal and the evaluator's response.*
- b. Within ten (10) school days of receipt of the principal's appeal, the District Superintendent or designee will conduct a hearing at which the principal (and representative at the option of the principal) and the evaluator (and representative at the option of the*

evaluator) will be allowed to present oral arguments in support of the appeal and the response, respectively.

c. Within ten (10) school days of the District Superintendent hearing, the District Superintendent or designee will issue a written determination to the principal, the Principals' Association President(s), and the evaluator. Whether the appeal is denied, sustained, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal. If the appeal is sustained, the District Superintendent or District Superintendent's designee may set aside or modify a rating or order a new evaluation if procedures have been violated.

d. The determination of the District Superintendent or designee will be final and binding.

e. The entire appeals record will be part of the administrator's APPR.

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

g. Nothing in this appeals procedure will restrict the right of the district or the obligation of the principal to proceed in accordance with otherwise standard practice, e.g., implementation of an improvement plan or denial/granting of tenure, while an appeal is pending.

All steps in the resolution of the appeal will occur in a timely and expeditious manner and any timeline extensions granted will be timely and expeditious in accordance with Education Law 3012-c.

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

11.4) Training and Certification of Lead Evaluators and Evaluators

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

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

(1) The New York State Teaching Standards, the ISLLC Learning Standards, and their related elements and performance indicators and their related functions, as applicable;

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

(3) Application and use of the student growth percentile model and the value-added growth model;

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

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

(6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers or principals;

(7) Use of the Statewide Instructional Reporting System;

(8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and

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

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

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Thursday, June 28, 2012

Updated Thursday, January 03, 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/5581/147088-3Uqgn5g9Iu/FEH BOCES Certification Signatures 1-3-2013.pdf](assets/survey-uploads/5581/147088-3Uqgn5g9Iu/FEH%20BOCES%20Certification%20Signatures%201-3-2013.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.

4.5 Rubric 0-60 Scale Teacher Chart

Raw Score	Category	Conversion for 60 Points
Ineffective		
1.00		0
1.01		1
1.02		2
1.03		3
1.04		4
1.05		5
1.06		6
1.07		7
1.08		8
1.09		9
1.10		10
1.11		11
1.12		12
1.13		13
1.14		14
1.15		15
1.16		16
1.17		17
1.18		18
1.19		19
1.20		20
1.21		21
1.22		22
1.23		23
1.24		24
1.25		25
1.26		26
1.27		27
1.28		28
1.285		29
1.29		30
1.295		31
1.30		32
1.305		33
1.31		34
1.315		35
1.32		36
1.325		37
1.33		38
1.34		39
1.35		40
1.36		41

Raw Score	Category	Conversion for 60 Points
Ineffective (continued)		
1.37		42
1.38		43
1.39		44
1.40		45
1.41		46
1.42		47
1.43		48
1.44		49
Developing		
1.45-1.59		50
1.60-1.73		51
1.74-1.87		52
1.88-2.02		53
2.03-2.16		54
2.17-2.30		55
2.31-2.44		56
Effective		
2.45-3.00		57
3.01-3.44		58
Highly Effective		
3.45-3.73		59
3.74-4.00		60

***Please note that general rounding rules apply.

9.7 – Multidimensional Principal Performance Rubric – 60 points

Domain:	Total Possible Points	Ineffective	Developing	Effective	Highly Effective
1) Shared Vision of Learning	11	0-10	10.50	10.75	11
2) School Culture and Instructional Program	11	0-10	10.50	10.75	11
3) Safe, Efficient, Effective Learning Environment	11	0-10	10.50	10.75	11
4) Community	11	0-10	10.50	10.75	11
5) Integrity, Fairness, Ethics	11	0-10	10.50	10.75	11
6) Political, Social, Economic, Legal and Cultural Context	5	0-2	3	4	5
Total:	60				

An average domain score will be determined based on the maximum allowable points as indicated. This determination will be made based on the evidence observed. Overall rubric scores will be added together to create a HEDI Score of 0-60.

HEDI Conversion:

The overall HEDI rating will be determined by adding the totals of each domain and then applying the total to the following:

Highly Effective – 59-60 points

Effective – 57-58 points

Developing – 55-56 points

Ineffective – 0-54 points

HEDI Growth - Teachers (20 Points)

	% of Students Meeting or Exceeding Their Target	# of Points Earned by Teacher
Highly Effective (18-20 points)	93-100%	20
	90-92%	19
	86-89%	18
Effective (9-17 points)	85%	17
	84%	16
	82-83%	15
	81%	14
	80%	13
	78-79%	12
	77%	11
	76%	10
	75%	9
Developing (3-8 Points)	71-74%	8
	67-70%	7
	63-66%	6
	59-62%	5
	55-58%	4
	51-54%	3
Ineffective (0-2 points)	25-50%	2
	11-24%	1
	0-10%	0

ADDENDUM C

_____ Teacher	_____ Evaluator	_____ Effective Date of TIP
_____ Subject/Grade Level	_____ Score Breakdown	_____ Composite Score
Date(s):	_____ Preconference	_____ Observation(s)
		_____ Mentoring

- I. Standards chosen for further development.

- II. Specific objectives for improvement.

- III. Plan for self-improvement (activities and timeline).

- IV. Administrator's plan to assist the staff member to improve performance (activities and timeline).

- V. Indicators of progress, improvements made and documented, and date outcome of plan is to be evaluated.

This Performance Improvement Plan was developed in consultation with the assigned evaluator, the teacher, and a representative from the Association (at the discretion of the teacher).

Administrator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Representative/Witness Signature: _____ Date: _____

Or Teacher's Signature
Waiving Representation: _____ Date: _____

3.3

Educator's average student achievement score	CATEGORY	CONVERSION FOR LOCAL ASSESSMENT SCORE
INEFFECTIVE		
0%		0
1%-10%		1
11-50%		2
DEVELOPING		
51%-54%		3
55%-58%		4
59%-60%		5
61%-62%		5
63%-64%		6
65%-66%		6
67%-68%		7
69%-74%		7
EFFECTIVE		
75%		8
76%-77%		9
78%-79%		10
80%-81%		11
82%-83%		12
84%-85%		13
HIGHLY EFFECTIVE		
86%-95%		14
96%-100%		15

3.13

Educator's average student achievement score		CATEGORY	CONVERSION FOR LOCAL ASSESSMENT SCORE
CTE	Rest of teachers/SWD	INEFFECTIVE	CTE & Rest of teachers & SWD
0%	0%		0
1-19%	1%-34%		1
20%-30%	35%-44%		1
31%-39%	45%-49%		2
40%	50%		2
DEVELOPING			
41%	51%-54%		3
42%-43%	55%-58%		4
44%-45%	59%-60%		5
46%-47%	61%-62%		5
48%-50%	63%-64%		6
51%-53%	65%-66%		6
54%-56%	67%-68%		7
57%-59%	69%-70%		7
60%-63%	71%-72%		8
64%	73%-74%		8
EFFECTIVE			
65%	75% -76%		9
66%-67%	77%		10
68%-69%	78%		11
70%-71%	79%		12
72%-74%	80%		13
75%-77%	81%		14
78%-81%	82%		15
82%-84%	83%		16
85%-88%	84%		17
89%	85%		17
HIGHLY EFFECTIVE			
90%-92%	86%-87%		18
93%-95%	88%-89%		18
96%-97%	90%-92%		19
98%	93%-95%		19
99% -100%	96%-100%		20

8.2

Educator's average student achievement score		CATEGORY	CONVERSION FOR LOCAL ASSESSMENT SCORE
CTE	Rest of teachers/SWD	INEFFECTIVE	CTE & Rest of teachers & SWD
0%	0%		0
1-19%	1%-34%		1
20%-30%	35%-44%		1
31%-39%	45%-49%		2
40%	50%		2
DEVELOPING			
41%	51%-54%		3
42%-43%	55%-58%		4
44%-45%	59%-60%		5
46%-47%	61%-62%		5
48%-50%	63%-64%		6
51%-53%	65%-66%		6
54%-56%	67%-68%		7
57%-59%	69%-70%		7
60%-63%	71%-72%		8
64%	73%-74%		8
EFFECTIVE			
65%	75% -76%		9
66%-67%	77%		10
68%-69%	78%		11
70%-71%	79%		12
72%-74%	80%		13
75%-77%	81%		14
78%-81%	82%		15
82%-84%	83%		16
85%-88%	84%		17
89%	85%		17
HIGHLY EFFECTIVE			
90%-92%	86%-87%		18
93%-95%	88%-89%		18
96%-97%	90%-92%		19
98%	93%-95%		19
99% -100%	96%-100%		20

endix C - Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

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

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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

District Superintendent/Designee Signature / Date _____ / _____

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

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

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

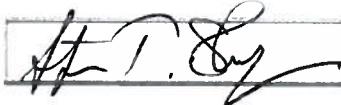
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

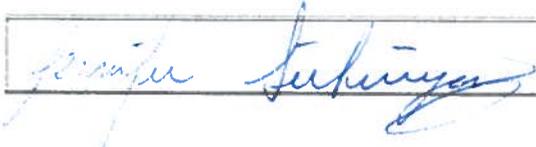
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

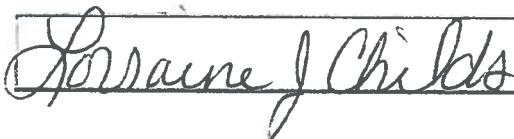
Superintendent Signature: Date:

 1/28/13

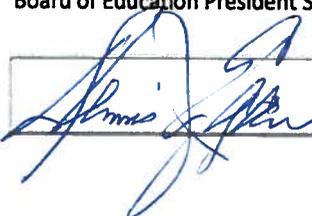
Teachers Union President Signature: Date:

 1/3/13

Administrative Union President Signature: Date:

 1/3/13

Board of Education President Signature: Date:

 1/3/13