



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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August 1, 2013

Kevin MacDonald, Superintendent
Genesee Valley BOCES
80 Munson St.
LeRoy, NY 14482

Dear Superintendent MacDonald:

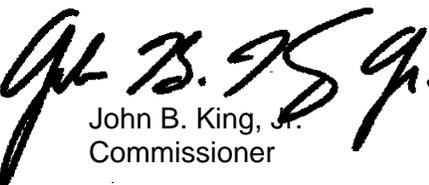
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, August 23, 2012
Updated Tuesday, February 26, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 249000000000

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

249000000000

1.2) School District Name: GENESEE VALLEY BOCES

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

GENESEE VALLEY 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 Thursday, August 23, 2012

Updated Wednesday, May 08, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

School- or BOCES-wide, group or team results based on State assessments

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	GVEP BOCES regionally-developed Kindergarten ELA assessment
1	District, regional, or BOCES-developed assessment	GVEP BOCES regionally-developed Grade 1 ELA assessment
2	District, regional, or BOCES-developed assessment	GVEP BOCES regionally-developed Grade 2 ELA assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Using data results from formal and informal pre-assessment measures, teachers set growth targets, subject to Principal approval, for the final assessments for each individual student in the cohort. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Adopted Expectations for Level of Performance" attached at section 2.11 below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	89% - 100% of students will meet or exceed the student learning objective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	80 to 88% of students meet the Student Learning Objective
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	68-79% of students meet the Student Learning Objective
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	67% or less of students meet the Student Learning Objective

2.3) Grades K-3 Math

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

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

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Using data results from formal and informal pre-assessment measures, teachers set growth targets, subject to Principal approval, for the final assessments for each individual student in the cohort. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Adopted Expectations for Level of Performance" attached at section 2.11 below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	89% - 100% of students will meet or exceed the student learning objective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	80 to 88% of students meet the Student Learning Objective

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	68-79% of students meet the Student Learning Objective
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	67% or less of students meet the Student Learning Objective

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	GVEP BOCES regionally-developed 6th grade Science assessment
7	District, regional or BOCES-developed assessment	GVEP BOCES regionally-developed 7th grade 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.	Using data results from formal and informal pre-assessment measures, teachers set growth targets, subject to Principal approval, for the final assessments for each individual student in the cohort. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Adopted Expectations for Level of Performance" attached at section 2.11 below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	89% - 100% of students will meet or exceed the student learning objective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	80 to 88% of students meet the Student Learning Objective
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	68-79% of students meet the Student Learning Objective
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	67% or less of students meet the Student Learning Objective

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	GVEP BOCES regionally-developed 6th grade Social Studies assessment

7	District, regional or BOCES-developed assessment	GVEP BOCES regionally-developed 7th grade Social Studies assessment
8	District, regional or BOCES-developed assessment	GVEP BOCES regionally-developed 8th grade Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from formal and informal pre-assessment measures, teachers set growth targets, subject to Principal approval, for the final assessments for each individual student in the cohort. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Adopted Expectations for Level of Performance" attached at section 2.11 below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	89% - 100% of students will meet or exceed the student learning objective.
Effective (9 - 17 points) Results meet District goals for similar students.	80 to 88% of students meet the Student Learning Objective
Developing (3 - 8 points) Results are below District goals for similar students.	68-79% of students meet the Student Learning Objective
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	67% or less of students meet the Student Learning Objective

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	GVEP BOCES regionally-developed Global 1 assessment
Social Studies Regents Courses		Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Using data results from formal and informal pre-assessment measures, teachers set growth targets, subject to Principal
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	approval, for the final assessments for each individual student in the cohort. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Adopted Expectations for Level of Performance" attached at section 2.11 below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	89% - 100% of students will meet or exceed the student learning objective.
Effective (9 - 17 points) Results meet District goals for similar students.	80 to 88% of students meet the Student Learning Objective
Developing (3 - 8 points) Results are below District goals for similar students.	68-79% of students meet the Student Learning Objective
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	67% or less of students meet the Student Learning Objective

2.7) High School Science Regents Courses

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

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

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

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Using data results from formal and informal pre-assessment measures, teachers set growth targets, subject to Principal approval, for the final assessments for each individual student in the cohort. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Adopted Expectations for Level of Performance" attached at section 2.11 below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	89% - 100% of students will meet or exceed the student learning objective.
Effective (9 - 17 points) Results meet District goals for similar students.	80 to 88% of students meet the Student Learning Objective
Developing (3 - 8 points) Results are below District goals for similar students.	68-79% of students meet the Student Learning Objective
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	67% or less of students meet the Student Learning Objective

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from formal and informal pre-assessment measures, teachers set growth targets, subject to Principal approval, for the final assessments for each individual student in the cohort. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Adopted Expectations for Level of Performance" attached at section 2.11 below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	89% - 100% of students will meet or exceed the student learning objective.
Effective (9 - 17 points) Results meet District goals for similar students.	80 to 88% of students meet the Student Learning Objective
Developing (3 - 8 points) Results are below District goals for similar students.	68-79% of students meet the Student Learning Objective
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	67% or less of students meet the Student Learning Objective

2.9) High School English Language Arts

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from formal and informal pre-assessment measures, teachers set growth targets, subject to Principal approval, for the final assessments for each individual student in the cohort. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Adopted Expectations for Level of Performance" attached at section 2.11 below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	89% - 100% of students will meet or exceed the student learning objective.
Effective (9 - 17 points) Results meet District goals for similar students.	80 to 88% of students meet the Student Learning Objective
Developing (3 - 8 points) Results are below District goals for similar students.	68-79% of students meet the Student Learning Objective
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	67% or less of students meet the Student Learning Objective

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All CTE Courses (see uploaded document for course specific list)	District, Regional or BOCES-developed	GVEP & Zone 2 BOCES regionally-developed CTE assessments
Art (9)	District, Regional or BOCES-developed	GVEP BOCES regionally-developed grade 9 Art assessment
Social Studies (3-5)	District, Regional or BOCES-developed	GVEP BOCES regionally-developed Social Studies assessments for grades 3, 4 and 5
Economics	District, Regional or BOCES-developed	GVEP BOCES regionally-developed Economics assessment
ELA 4-8 (if no state score is generated due to insufficient data points; ie, N<16)	State Assessment	State Assessment in ELA (4-8)
English 12	District, Regional or BOCES-developed	GVEP BOCES regionally-developed English 12 assessment
Family and Consumer Science	District, Regional or BOCES-developed	GVEP BOCES regionally-developed Family and Consumer Science assessment
Health (9-12)	District, Regional or BOCES-developed	GVEP BOCES regionally-developed Health assessment for grades 9-12
Math 4-8 (if no state score is generated due to insufficient data points; ie, N<16)	State Assessment	State Assessment in Math (4-8)
Participation in Government	District, Regional or BOCES-developed	GVEP BOCES regionally-developed Participation in Government assessment
Physical Education (3-12)	District, Regional or BOCES-developed	GVEP BOCES regionally-developed Physical Education assessment for grades 3-12

Science (3-5)	District, Regional or BOCES-developed	GVEP BOCES regionally-developed Science assessments for grades 3-5
Service Occupations I & II	District, Regional or BOCES-developed	GVEP BOCES regionally-developed Service Occupations assessment (I & II)

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.	Using data results from formal and informal pre-assessment measures, teachers set growth targets, subject to Principal approval, for the final assessments for each individual student in the cohort. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Adopted Expectations for Level of Performance" attached at section 2.11 below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	89% - 100% of students will meet or exceed the Student Learning Objective.
Effective (9 - 17 points) Results meet District goals for similar students.	80-88% of students will meet or exceed the Student Learning Objective.
Developing (3 - 8 points) Results are below District goals for similar students.	68-79% of students meet the Student Learning Objective
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	67% or less of students meet the Student Learning Objective

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

assets/survey-uploads/5364/166661-avH4IQNZMh/Form2_10_AllOtherCourses[1].doc

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/166661-TXEttx9bQW/Scale&Hedi(4.2.13).doc

2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

None

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, August 23, 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	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
5	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
6	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
7	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
8	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.

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.	All teachers will receive a local score determined as follows: 1) 65 or higher is the passing grade established for the Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments; 2) The aggregate student pass rate for these courses is calculated by dividing the total number of the specified assessments taken by the total number of the specified assessments passed. 3) The aggregate student pass rate will be converted to a score between 0 and 15 using the scale attached at 3.3 below. Please note, also attached at 3.3 is the scale for converting to a score between 0 and 20, to be used in the event that the BOCES has an insufficient number of data points to yield a state value added score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the documents attached in response to item 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the documents attached in response to item 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the documents attached in response to item 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the documents attached in response to item 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	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
5	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
6	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
7	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
8	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.

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>All teachers will receive a local score determined as follows: 1) 65 or higher is the passing grade established for the Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments; 2) The aggregate student pass rate for these courses is calculated by dividing the total number of the specified assessments taken by the total number of the specified assessments passed. 3) The aggregate student pass rate will be converted to a score between 0 and 15 using the scale attached at 3.3 below. Please note, also attached at 3.3 is the scale for converting to a score between 0 and 20, to be used in the event that the BOCES has an insufficient number of data points to yield a state value added score.</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>Please see the documents attached in response to items 3.3.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please see the documents attached in response to items 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>Please see the documents attached in response to items 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>Please see the documents attached in response to items 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/5139/166722-rhJdBgDruP/GvvpLocal(4.2.12)_3.doc

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

Growth or achievement measure(s) from these options.

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
1	6(ii) School-wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
2	6(ii) School-wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
3	6(ii) School-wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.

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.	All teachers will receive a local score determined as follows: 1) 65 or higher is the passing grade established for the Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments; 2) The aggregate student pass rate for these courses is calculated by dividing the total number of the specified assessments taken by the total number of the specified assessments passed. 3) The aggregate student pass rate will be converted to a score between 0 and 20 using the scale attached at 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 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	6(ii) School-wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
1	6(ii) School-wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
2	6(ii) School-wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
3	6(ii) School-wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.

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.	All teachers will receive a local score determined as follows: 1) 65 or higher is the passing grade established for the Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments; 2) The aggregate student pass rate for these courses is calculated by dividing the total number of the specified assessments taken by the total number of the specified assessments passed. 3) The aggregate student pass rate will be converted to a score between 0 and 20 using the scale attached at 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 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	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
7	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
8	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.

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.	All teachers will receive a local score determined as follows: 1) 65 or higher is the passing grade established for the Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments; 2) The aggregate student pass rate for these courses is calculated by dividing the total number of the specified assessments taken by the total number of the specified assessments passed. 3) The aggregate student pass rate will be converted to a score between 0 and 20 using the scale attached at 3.13.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 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	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
7	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
8	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.

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.	All teachers will receive a local score determined as follows: 1) 65 or higher is the passing grade established for the Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments; 2) The aggregate student pass rate for these courses is calculated by dividing the total number of the specified assessments taken by the total number of the specified assessments passed. 3) The aggregate student pass rate will be converted to a score between 0 and 20 using the scale attached at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 3.13.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 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	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
Global 2	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
American History	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.

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.	All teachers will receive a local score determined as follows: 1) 65 or higher is the passing grade established for the Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments; 2) The aggregate student pass rate for these courses is calculated by dividing the total number of the specified assessments taken by the total number of the specified assessments passed. 3) The aggregate student pass rate will be converted to a score between 0 and 20 using the scale attached at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 3.13.

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

Please see the document attached in response to item 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	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
Earth Science	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
Chemistry	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
Physics	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.

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.

All teachers will receive a local score determined as follows: 1) 65 or higher is the passing grade established for the Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments; 2) The aggregate student pass rate for these courses is calculated by dividing the total number of the specified assessments taken by the total number of the specified assessments passed. 3) The aggregate student pass rate will be converted to a score between 0 and 20 using the scale attached at 3.13.

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

Please see the document attached in response to item 3.13.

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

Please see the document attached in response to item 3.13.

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

Please see the document attached in response to item 3.13.

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

Please see the document attached in response to item 3.13.

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	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
Geometry	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
Algebra 2	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.

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.	All teachers will receive a local score determined as follows: 1) 65 or higher is the passing grade established for the Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments; 2) The aggregate student pass rate for these courses is calculated by dividing the total number of the specified assessments taken by the total number of the specified assessments passed. 3) The aggregate student pass rate will be converted to a score between 0 and 20 using the scale attached at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 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	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
Grade 10 ELA	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.
Grade 11 ELA	6(ii) School wide measure computed locally	The Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments.

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.	All teachers will receive a local score determined as follows: 1) 65 or higher is the passing grade established for the Algebra 1 Regents Exam, the Geometry Regents Exam, the English Regents Exam, and all CTE assessments; 2) The aggregate student pass rate for these courses is calculated by dividing the total number of the specified assessments taken by the total number of the specified assessments passed. 3) The aggregate student pass rate will be converted to a score between 0 and 20 using the scale attached at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the document attached in response to item 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
-------------------------	---	------------

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.

None

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.

N/A

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, December 26, 2012

Updated Tuesday, May 28, 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

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

No

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

Probationary

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	45
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	15

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)

assets/survey-uploads/5091/291901-2UoxI2HPmn/Other60(12.26.12)_2.doc

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.

For all teachers, all teaching standards (1-7) are evaluated every year. The entire process, including how calculations are performed, is explained in the document attached to this task response. To summarize: there are two types of classroom observations; announced and unannounced. Tenured teachers have two unannounced observations, probationary teachers have two announced observations and one unannounced observation. During each classroom observation (whether announced or unannounced) standards 1, 2, 3 and 4 are scored on a scale of 1-4. A HEDI score of 1 will lead to an ineffective rating, a score of 2 will lead to developing rating, a score of 3 will lead to an effective rating and a score of 4 will lead to a highly effective rating. The observation score is the average of the standards score. For example: if in a particular observation standard is rated as a 3, standard 2 as a 3, standard 3 as a 4 and standard 4 as a 4, then the observation score would be 3.5.

For all teachers (tenured and probationary), standards 5, 6 and 7 are scored during a "year end review." The year end review is a meeting between the teacher and principal at which the teacher presents a portfolio of evidence collected with respect to standards 5, 6 and 7. Standards 5, 6 and 7 are scored on a scale of 1-4. The average of these three scores constitutes the score for the year end review.

To arrive at a final score between 0 and 60, the average of all classroom observations scores and the year end review is calculated to three decimal places. Using the conversion chart shown on the attachment to this task response, that figure is converted to a score between 0 and 60. Fractional results are rounded up from .5 to the nearest integer and from .4 down to the nearest integer.

For tenured teachers, two thirds of the 60 points come from classroom observation (ie, two unannounced observations and one year end review; two thirds of 60 equals 40). For probationary teachers, three fourths of the 60 points come from classroom observation (ie, three classroom observations and one year end review; three fourths of 60 equal 45).

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/5091/291901-eka9yMJ855/Other60(10.22.12)7_2.doc

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Scoring will be determined in accordance with the performance indicators set forth in the SED-approved NYSUT rubric. The teacher shall receive a Highly Effective rating only if the teacher's performance exceeds the New York State Teaching Standards.
Effective: Overall performance and results meet NYS Teaching Standards.	Scoring will be determined in accordance with the performance indicators set forth in the SED-approved NYSUT rubric. The teacher shall receive an Effective rating only if the teacher's performance meets the New York State Teaching Standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Scoring will be determined in accordance with the performance indicators set forth in the SED-approved NYSUT rubric. The teacher shall receive a Developing rating only if the teacher's performance needs improvement to meet the New York State Teaching Standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Scoring will be determined in accordance with the performance indicators set forth in the SED-approved NYSUT rubric. The teacher shall receive a Highly Effective rating only if the teacher's performance do not meet the New York State Teaching Standards.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	0
4.7) Observations of Tenured Teachers Informal/Short	2
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, 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, December 27, 2012

Updated Wednesday, May 08, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/292629-Df0w3Xx5v6/TIPS(6.13.12).doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The following is the appeal procedure negotiated between the Genesee Valley Educational Partnership (a/k/a the Genesee Valley BOCES) and the Teachers' Association:

PURPOSE OF APPEAL PROCEDURE

The purpose of this appeal procedure is to afford teachers covered by Education Law §3012-c with timely, expeditious, independent review of alleged APPR and TIP errors in order that they will not be detrimentally affected by such errors.

ITEMS THAT MAY BE CHALLENGED IN AN APPEAL

APPR appeals are limited to those that rate a teacher evaluated under Education Law §3012-c as Ineffective or Developing. (Teachers rated Effective or Highly Effective may not appeal any aspect of the APPR resulting in that rating.) The aspects of an APPR and TIP that may be appealed shall otherwise exactly mirror the applicable provisions of law, which law may be amended or clarified from time to time. With the understanding that the applicable law shall fully define that which is and is not appealable under this plan, the following is provided for reference:

A teacher may challenge one or more of the following in an appeal:

1. The substance of the APPR;
2. The Partnership's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c and Commissioner's Regulations Subpart 30-2,
3. Compliance with any applicable locally negotiated procedures, as well as the Partnership's issuance and/or implementation of the terms of the teacher improvement plan.

Appeals may assert multiple errors. A teacher may not file multiple appeals regarding the same APPR or TIP. An APPR appeal does not prohibit a separate TIP appeal, and vice versa.

Though a teacher rated as Effective or Highly Effective may not appeal the APPR that resulted in that rating, such teacher may attach a signed statement to their APPR within 15 school business days following receipt of his or her composite APPR score.

APPEAL PROCEDURE

1. **APPEALS ARE COMMENCED BY CLEARLY IDENTIFIED WRITTEN DOCUMENT:** The appeal process begins with a written appeal delivered to the administrator responsible for the APPR or TIP or, at the teacher's option, to the District Superintendent. The appeal must explicitly state that it is an "APPR Appeal" and/or a "TIP Appeal," and it must specifically state every alleged basis for the appeal.

2. **WITHDRAWING AN APPR OR TIP APPEAL:** A teacher who has filed an APPR or a TIP appeal may thereafter withdraw the appeal at any point during the process outlined below. Withdrawn appeals may not be re-commenced.

3. **DEADLINE EXTENSIONS:** The deadlines established below may be extended by written agreement between the Partnership and the Teachers' Association. Deadlines will be extended only when absolutely necessary, and will never prevent the full appeal process from concluding in a timely and expeditious manner in compliance with Education Law Section 3012-c.

4. **DEADLINE FOR FILING AN APPEAL:** Teachers may file written APPR appeals within 10 school business days after the teacher has received the composite APPR score and they may file TIP appeals within 10 school business days of receiving a completed TIP. Appeals not commenced by these deadlines are waived and will not be considered.

5. **RESPONDING TO AN APPEAL:** The Partnership will provide the teacher with a response to the appeal within 10 school business days of receipt of the appeal. If the Partnership does not provide timely response, the appeal will advance to the "First Appeal Conference" stage of this appeal process.

6. **FIRST APPEAL CONFERENCE:** A conference will be held within 10 school business days of the Partnership's response. If the First Appeal Conference is not held on time, the appeal will advance to the "Second Appeal Conference" stage of this appeal process.

The conference participants shall consist of:

- a. The teacher who filed the appeal,
- b. A Teachers' Association representative,
- c. The administrator responsible for the APPR or TIP, and
- d. A second administrator designated by the Partnership.

The purposes of the conference shall be to resolve the appeal to the mutual satisfaction of the affected teacher and the administrator responsible for the APPR or TIP, if possible. If the teacher and the administrator responsible for the APPR or TIP agree upon a

resolution, the resolution shall be documented and the appeal shall be deemed resolved without the need of a decision from the District Superintendent. Short of that, the first appeal conference will be utilized to collaboratively prepare for an efficient and effective second appeal conference. That preparation will include:

- a. Coming to a full, mutual understanding of all bases for the appeal, and
- b. Identifying all information, witnesses and documents pertinent to resolving the appeal.

7. **SECOND APPEAL CONFERENCE:** If the appeal is not resolved at the first appeal conference, a second conference will be scheduled within 10 school business days of the first appeal conference.

The second appeal conference participants shall consist of:

- a. Those who participated in the first conference,
- b. Witnesses that either party identifies,
- c. The District Superintendent, and
- d. Any other person that the Superintendent may designate to assist with conducting the hearing.

The second appeal conference process shall proceed as follows:

- a. The teacher, with the assistance of a union representative if desired, shall present his or her position,
- b. The administrator, with the assistance of the second administrator chosen under paragraph 6(d) above, shall present his or her position,
- c. The District Superintendent shall then conduct the conference, including the presentation of proof, in such a manner which in his discretion will fairly and expeditiously resolve all matters pertinent to the appeal.

8. **THE DISTRICT SUPERINTENDENT'S WRITTEN DECISION:** The District Superintendent's decision on the merits shall be final and binding; it shall state his reasons and factual basis; and it shall be issued in writing within 10 school business days after the Second Appeal Conference concludes. The District Superintendent is under a good faith obligation to not unreasonably delay the rendering of his decision.

If the appeal is sustained in whole or in part, the District Superintendent's decision shall state the remedy to be afforded the teacher. Such remedy may include:

a. If remedying an APPR error:

- i. Setting aside the rating if the rating score is determined to have been affected by substantial error or defect,
- ii. Modifying the rating score if it is determined to have been affected by substantial error or defect,
- iii. Agreeing that the subject APPR will not be used to support an expedited 3020-a proceeding against the affected teacher,
- iv. Directing full or partial re-evaluation of the teacher,
- v. Any other remedy warranted by the error(s) which the District Superintendent determines to have occurred.

b. If remedying a TIP error:

- i. Modifying the applicable TIP,
- ii. Expunging the subject TIP from the teacher's record, and
- iii. Any other remedy warranted by the error(s) which the District Superintendent determines to have occurred.

EXCLUSIVITY OF THIS APPEAL PROCEDURE

This appeal procedure shall be the exclusive means of initiating, reviewing and resolving any and all challenges and appeals related to a teacher's APPR or TIP. A teacher may not resort to any other means or processes for the resolution of APPR and TIP appeals, including but not limited to contractual grievance procedures.

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.

In order to properly train evaluators in the nine elements identified, all evaluators will complete training through the Genesee Valley Educational Partnership and other neighboring BOCES, which consist of 5 to 10 full-day trainings throughout the year. In addition, collaborative review and analysis of observation-based evidence and other professional evidence within the NYSUT Rubric will take place throught the year in order to ensure inter-rater reliability. Lead evaluators and evaluators will utilize authentic evidence gathered during actual teacher observations, they will jointly review videotaped lessons, and they will discuss and review the nine criteria areas. All documentation of training and development activities will be kept on file. Upon gathering ample documentation that evaluators and lead evaluators have been properly trained, the Superintendent will make the recommendation for the Board of Education to certify each evaluator to conduct evaluations. The in-district activities outlined and participation in regional meetings and trainings will be ongoing, and documentation of training will continue in order for all evaluators to be recertified each year.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Friday, September 07, 2012

Updated Tuesday, June 18, 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):

Not Applicable due to small numbers. SLOs will be developed and aligned to locally developed and state assessments.
(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
Career and Technical Education, Grades 11-12	District, regional, or BOCES-developed	ZONE 2 and GVEP Developed Career and Technical Education (CTE) 11th and 12th Grade Assessments. Multiple BOCES programs collaborated to develop question banks with CTE teachers for each CTE program.
Special Education, Grades k-12	State assessment	State ELA/Math 3-8 Assessments and All Given Regents Exams
Alternative Education, Grades 6-12	State assessment	All Given Regents Exams

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.	Using data results from formal and informal pre-assessment measures, targets for the final assessments will be established for each individual student in the cohort. Based on the number of students that meet the established targets, principals will be assigned 0-20 points within the HEDI rating categories as identified on the "Adopted Expectations for Level of Performance" attached below. Principals of CTE centers will develop SLOs using assessment scores from Zone 2 and GVEP developed CTE assessments. Principals of 6-12 Special/Alternative Education will write SLOs based on assessments from all given NYS Regents. Principals of K-12 Special Education programs will write SLOs using assessment scores on state ELA and Math 4-8 assessments.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Please see the document attached in response to this taks, 7.3.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Please see the document attached in response to this taks, 7.3.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Please see the document attached in response to this taks, 7.3.

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

Please see the document attached in response to this taks, 7.3.

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

assets/survey-uploads/5365/173371-lha0DogRNw/Principals20Pt(4.5.13)_2.doc

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.

None

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Wednesday, October 31, 2012

Updated Tuesday, July 02, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

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

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

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

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

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.	(No response)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)

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
Career and Technical Education, Grade 11-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	Four Year High School Graduation Rates

Special Education, Grades k-12	(d) measures used by district for teacher evaluation	Credit Accumulation in the five Regents courses of Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts
Alternative Education, Grades 6-12	(d) measures used by district for teacher evaluation	Credit Accumulation in the five Regents courses of Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts

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.	Special Education, Grades k-12 and Alternative Education, Grades 6-12 Principals will be rated on student progress towards graduation using the five regents courses required for graduation, which are Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts. The aggregate score on the above Regents exams will be utilized to calculate a percentage passing rate. The percentage passing rate will correlate to a rating of ineffective, developing, effective or highly effective as outlined in the attached scale. Career and Technical Education Principals (Grade 11-12) will be rated based upon the CTE student graduation rates based upon a four year high school graduation rate. Of the students entering CTE in their 11th grade year, the percentage of students graduating with their cohort will be calculated and converted to the scale attached.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Special Education and Alternative Education Principals 81-100% of the students will achieve their goal of a 65 passing rate or higher on the assessments listed above. For CTE Principals 81-100% will graduate in four years.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Special Education and Alternative Education 63-80% of the students will achieve their goal of a 65 passing rate or higher on the assessments listed above. For CTE Principals 63-80% will graduate in four years.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Special Education and Alternative Education Principals 51-62% of the students will achieve their goal of a 65 passing rate or higher on the assessments listed above. For CTE Principals 51-62% will graduate in four years.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Special Education and Alternative Education Principals 0-50% of the students will achieve their goal of a 65 passing rate or higher on the assessments listed above. For CTE Principals 0-50% will graduate in four years.

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/5366/212627-T8MIGWUVm1/LocalHEDI20Pt(4.9.13).doc

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.

None

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, October 31, 2012

Updated Wednesday, July 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
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Attached to this task (9.7) is the form used for the "other measures" component of the principal evaluation. It shows all six ISILC standards, weighting of domains and calculations. To summarize; All principals are evaluated on all domains every year. The evidence used to score each domain is gathered from multiple site visits (at least one of which will be unannounced) and the principals' evidence binder. After completing the observation process and reviewing evidence, principals will be assigned a rating based on a holistic approach. In each domain, a score of 0-8 points (ineffective), 9-14 points (Developing), 15-17 points (Effective) or 18-20 points (Highly Effective) will be given. The score will then be multiplied by a weighting factor of either 2 or 3, as shown on the attached. Of course, domains weighted with a factor of 3 affect the principals score more so than a domain weighted as a factor of 2. The minimum score after evaluating all domains is 0; the maximum is 300. The raw score between 0 and 300 is converted to a score between 0 and 60 using the conversion chart attached.

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/5143/212668-pMADJ4gk6R/PrincipalEval\(7.3.13\).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.	The work of the principal results in extraordinary achievement in the combined six domains of the rubric based on the observations and evidence collected and result in a raw weighted score of 256-300.
Effective: Overall performance and results meet standards.	The work of the principal results in acceptable professional level achievement in the combined six domains of the rubric based on the observations and evidence collected and result in a raw weighted score of 211-255.

Developing: Overall performance and results need improvement in order to meet standards.	The work of the principal results in below professional level achievement in the combined six domains of the rubric based on the observations and evidence collected and result in a raw weighted score of 121-210
Ineffective: Overall performance and results do not meet standards.	The work of the principal results in unacceptable achievement in the combined six domains of the rubric based on the observations and evidence collected and result in a raw weighted score of 0-120.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Wednesday, October 31, 2012

Updated Monday, April 08, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Wednesday, October 31, 2012

Updated Monday, June 17, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/212692-Df0w3Xx5v6/principal improvement plan\(9.14.12\).docx](#)

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:

PRINCIPAL APPEALS PROCEDURE

The purpose of this appeal procedure is to afford principals covered by Education Law §3012-c with timely, expeditious, independent review of alleged APPR and PIP errors in order that they will not be detrimentally affected by such errors.

ITEMS THAT MAY BE CHALLENGED IN AN APPEAL

APPR appeals are limited to those that rate a principal evaluated under Education Law §3012-c as Ineffective or Developing. (Principals rated Effective or Highly Effective may not appeal any aspect of the APPR resulting in that rating.) The aspects of an APPR and PIP that may be appealed shall otherwise exactly mirror the applicable provisions of law, which law may be amended or clarified from time to time. With the understanding that the applicable law shall fully define that which is and is not appealable under this plan, the following is provided for reference:

A principal may challenge one or more of the following in an appeal:

1. The substance of the APPR;
2. The Partnership's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c and Commissioner's Regulations Subpart 30-2,
3. The Partnership's issuance and/or implementation of the terms of the principal improvement plan.

Appeals may assert multiple errors. A principal may not file multiple appeals regarding the same APPR or PIP. An APPR appeal does not prohibit a separate PIP appeal, and vice versa.

Though a principal rated as Effective or Highly Effective may not appeal the APPR that resulted in that rating, such principal may attach a signed statement to their APPR within 15 school business days following receipt of his or her composite APPR score.

APPEAL PROCEDURE

1. **APPEALS ARE COMMENCED BY CLEARLY IDENTIFIED WRITTEN DOCUMENT:** The appeal process begins with a written appeal delivered to the administrator responsible for the APPR or PIP or, at the principal's option, to the District Superintendent. The appeal must explicitly state that it is an "APPR Appeal" and/or a "PIP Appeal," and it must specifically state every alleged basis for the appeal.

2. **WITHDRAWING AN APPR OR PIP APPEAL:** A principal who has filed an APPR or a PIP appeal may thereafter withdraw the appeal at any point during the process outlined below. Withdrawn appeals may not be re-commenced.

3. **DEADLINE EXTENSIONS:** The deadlines established below may be extended by written agreement between the Partnership and the principal involved. Deadlines will be extended only when absolutely necessary, and will never prevent the full appeal process from concluding in a timely and expeditious manner in compliance with Education Law Section 3012-c.

4. **DEADLINE FOR FILING AN APPEAL:** Principals may file written APPR appeals within 10 school business days after the principal has received the composite APPR score and they may file PIP appeals within 10 school business days of receiving a completed PIP. Appeals not commenced by these deadlines are waived and will not be considered.

5. **RESPONDING TO AN APPEAL:** The Partnership will provide the principal with a response to the appeal within 10 school business days of receipt of the appeal. If the Partnership does not provide timely response, the appeal will advance to the "First Appeal Conference" stage of this appeal process.

6. **FIRST APPEAL CONFERENCE:** A conference will be held within 10 school business days of the Partnership's response. If the First Appeal Conference is not held on time, the appeal will advance to the "Final Appeal Conference" stage of this appeal process.

The conference participants shall consist of:

- a. The principal who filed the appeal,
- b. The administrator responsible for the APPR or PIP
- c. The District Superintendent has the right to attend or may await the final conference to assert his/her participation in the appeal procedure.

The purposes of the conference shall be to resolve the appeal to the mutual satisfaction of the affected principal and the administrator responsible for the APPR or PIP, if possible. If the principal and the administrator responsible for the APPR or PIP agree upon a resolution, the resolution shall be documented and the appeal shall be deemed resolved. Short of that, the first appeal conference will be utilized to collaboratively prepare for an efficient and effective final appeal conference.

7. **FINAL APPEAL CONFERENCE-** The District Superintendent shall conduct the conference, including the presentation of proof, in such a manner which in his/her discretion will fairly and expeditiously resolve all matters pertinent to the appeal.

8. THE DISTRICT SUPERINTENDENT'S WRITTEN DECISION: The District Superintendent's decision on the merits shall be final and binding; it shall state his reasons and factual basis; and it shall be issued in writing within 10 school business days after the Final Appeal Conference concludes. The District Superintendent is under a good faith obligation to not unreasonably delay the rendering of his/her decision.

If the appeal is sustained in whole or in part, the District Superintendent's decision shall state the remedy to be afforded the principal. Such remedy may include:

a. If remedying an APPR error:

- i. Setting aside the rating if the rating score is determined to have been affected by substantial error or defect,
- ii. Modifying the rating score if it is determined to have been affected by substantial error or defect,
- iii. Agreeing that the subject APPR will not be used to support an expedited 3020-a proceeding against the affected principal,
- iv. Directing full or partial re-evaluation of the principal,
- v. Any other remedy warranted by the error(s) which the District Superintendent determines to have occurred.

b. If remedying a PIP error:

- i. Modifying the applicable PIP,
- ii. Expunging the subject PIP from the principal's record, and
- iii. Any other remedy warranted by the error(s) which the District Superintendent determines to have occurred.

EXCLUSIVITY OF THIS APPEAL PROCEDURE

This appeal procedure shall be the exclusive means of initiating, reviewing and resolving any and all challenges and appeals related to a principal's APPR or PIP. A principal may not resort to any other means or processes for the resolution of APPR or PIP appeals.

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 regional training provided consisted of four full days and mirrored the Network Team Institute training provided by the State Education Department.

These administrators are utilizing a record sheet to track and document training and development in the nine criteria areas. Many days and hours are being logged devoted to training and discussions analyzing new learnings and information received. Each of the 9 criteria are and will be continually reviewed. Attendance at regular local and regional meetings/trainings for development will provide on-going and yearly recertification opportunity. The length of the initial regional training is four full days to include rubric training, law review as it pertains to 3012-c and best practices in teacher observation. Ongoing training opportunities will include inter-rater reliability and eDoctrina data management which will take place in day long segments or within 2 hour administrative team meetings.

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, December 27, 2012

Updated Thursday, July 18, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/292640-3Uqgn5g9Iu/Assurances\(7.18.13\).pdf](assets/survey-uploads/5581/292640-3Uqgn5g9Iu/Assurances(7.18.13).pdf)

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Form 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Animal Science Auto Body Auto Technology Building Trades Computer Information Systems Conservation Cosmetology Criminal Justice Culinary Arts Electronics Graphic Arts Health Academy Health Dimensions Human Services Information Technology Academy Metal Trades	<input type="radio"/> District, Regional or BOCES-developed	Regionally developed GVEP and Zone 2 assessment for grades 11 & 12 in: Animal Science Auto Body Auto Technology Building Trades Computer Information Systems Conservation Cosmetology Criminal Justice Culinary Arts Electronics Graphic Arts Health

		Academy Health Dimensions Human Services Information Technology Academy Metal Trades
	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	
	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	
	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	

District Adopted Expectations for Level of Performance – For All SIOs

HEDI Criteria within State-Provided Growth Measures

1. A generic HEDI criteria and scoring framework will be used for Comparable Growth SLOs as shown in the chart below.
2. The SLO targets will set goals consistent with the below generic HEDI criteria
3. The SLOs will be set based upon the NYS learning standards and in a manner to target at least one year of academic growth

Highly Effective	Effective	Developing	Ineffective
The work of the teacher results in extraordinary student academic growth beyond expectations during the school year (18-20 points)	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. (9-17 points)	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. (3-8 points)	The work of the teacher does not result in acceptable student academic growth. (0-2 points)
89% - 100% of students will meet or exceed the student learning objective (see scoring band below)	80 - 88% of students meet the Student Learning Objective (see scoring band below)	68-79% of students meet the Student Learning Objective (see scoring band below)	67% or less of students meet the Student Learning Objective (see scoring band below)

Highly Effective			Effective								Developing						Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
>96	93-96	89-92	88	87	86	85	84	83	82	81	80	78-79	76-77	74-75	72-73	70-71	68-69	57-67	46-56	<46

GVEP Adopted Expectations for Level of Performance

HEDI Criteria within State-Provided Growth Measures

1. A generic HEDI criteria and scoring framework will be used for Comparable Growth SLOs as shown in the chart below.
2. The SLO targets will set goals consistent with the below generic HEDI criteria
3. The SLOs will be set based upon district goals and ISLLC standards of leadership

Highly Effective	Effective	Developing	Ineffective
The work of the principal results in extraordinary student academic growth beyond expectations during the school year (18-20 points)	The work of the principal results in acceptable, measurable, and appropriate student academic growth. (9-17 points)	The work of the principal results in student academic growth that does not meet the established standard and/or is not achieved with all populations. (3-8 points)	The work of the principal does not result in acceptable student academic growth. (0-2 points)
90% or more of students meet the Student Learning Objective (see scoring band below)	72 to 89% of students meet the Student Learning Objective (see scoring band below)	60-71% of students meet the Student Learning Objective (see scoring band below)	59% or less of students meet the Student Learning Objective (see scoring band below)

Highly Effective			Effective										Developing					Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100	94-97	90-93	88-89	86-87	84-85	82-83	80-81	78-79	76-77	74-75	72-73	70-71	68-69	66-67	64-65	62-63	60-61	50-59	40-49	<40

District Adopted Expectations for Principal Level of Principal Performance
Local Measure
20 Point Scale

Highly Effective	Effective	Developing	Ineffective
The work of the principal results in extraordinary student academic growth beyond expectations during the school year (18-20 points)	The work of the principal results in acceptable, measurable, and appropriate student academic growth. (9-17 points)	The work of the principal results in student academic growth that does not meet the established standard and/or is not achieved with all populations. (3-8 points)	The work of the principal does not result in acceptable student academic growth. (0-2 points)
81-100% or more of students meet graduation requirements (see scoring band below)	63 to 80% of students meet graduation requirements (see scoring band below)	51-62% of students meet graduation requirements below	54% or less of students meet graduation requirements (band below)

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	88-94	81-87	79-80	77-78	75-76	73-74	71-72	69-70	67-68	65-66	63-64	61-62	59-60	57-58	55-56	53-54	51-52	36-50	21-35	0-20



Administrative Summative Evaluation

Name: _____

School/Leadership Area: _____

School Year: _____

Evaluator: _____ Title: _____

Evaluation is based, in part, on a site visits and conferences conducted on the following dates:

Site Visit Dates	Conference Dates	Administrator's Signature	Evaluator's Signature

Summative Evaluation Conference Date: _____

	Highly Effective 18-20 points	Effective 15-17 points	Developing 9-14 points	Ineffective 0-8 points	Weighting Factor	Total Score for DOMAIN
ISLLC STANDARD 1- Shared_Vision for Learning					2.0	
Supervisor's Comments						
ISLLC DOMAIN 2 – School Culture					3.0	
Supervisor's Comments						
ISLLC DOMAIN 3 – Safe, Efficient, Effective Learning Environment					3.0	
Supervisor's Comments						
ISLLC DOMAIN 4 - Community					2.0	
Supervisor's Comments						
ISLLC DOMAIN 5 – Integrity, Fairness, Ethics					3.0	
Supervisor's Comments						
ISLLC DOMAIN 6 – Political, Social, Economic, Legal and Cultural Context					2.0	
Supervisor's						

Comments	
-----------------	--

Overall score for Part A – administrator’s performance as measured by student performance on state assessments (SLO)	maximum of 20 points	
Overall score for Part B – administrator’s performance as measured by locally selected measures of student achievement (SLO)	maximum of 20 points	
Overall score for administrator’s performance as measured by the ISLLC Standards (Rubric)	maximum of 60 points	

Total Composite Score _____
 (For Principals covered under Ed Law 3012-c only)

*Rating _____

Administrator’s Signature _____

Date _____

Supervisor’s Signature _____

Date _____

*Ratings of Developing and Ineffective require the implementation of a Professional Improvement Plan

Raw Weighted Score	Scaled Score	HEDI Rating
276-300	60	Highly effective
256-275	59	Highly effective
231-255	58	Effective
211-230	57	Effective
201-210	56	Developing
196-200	55	Developing
186-195	54	Developing
166-185	53	Developing
156-165	52	Developing
136-155	51	Developing
121-135	50	Developing
118-120	49	Ineffective
115-117	48	Ineffective
112-114	47	Ineffective
109-111	46	Ineffective
105-108	45	Ineffective
100-104	44	Ineffective
97-99	43	Ineffective
94-96	42	Ineffective
90-93	41	Ineffective
85-89	40	Ineffective
81-84	39	Ineffective
77-80	38	Ineffective
73-76	37	Ineffective
69-72	36	Ineffective
64-68	35	Ineffective
59-63	34	Ineffective
54-58	33	Ineffective
50-53	32	Ineffective
47-49	31	Ineffective
43-46	30	Ineffective
39-42	29	Ineffective
35-38	28	Ineffective
31-34	27	Ineffective
29-30	26	Ineffective
27-28	25	Ineffective
25-26	24	Ineffective
23-24	23	Ineffective
22	22	Ineffective
21	21	Ineffective
20	20	Ineffective
19	19	Ineffective
18	18	Ineffective
17	17	Ineffective
16	16	Ineffective
15	15	Ineffective
14	14	Ineffective
13	13	Ineffective

12	12	Ineffective
11	11	Ineffective
10	10	Ineffective
9	9	Ineffective
8	8	Ineffective
7	7	Ineffective
6	6	Ineffective
5	5	Ineffective
4	4	Ineffective
3	3	Ineffective
2	2	Ineffective
1	1	Ineffective
0	0	Ineffective



Principal Improvement Plan (PIP)

Date: _____

Principal's Name: _____

School Building: _____

Domain Requiring Improvement

-
-
-
-
-

Activities/Tasks To Support Improvement In Those Areas/Identification Of Other Personnel Involved

-
-
-
-
-

How Will Improvement Be Measured/Assessed?

-
-
-
-
-

Timeline For Achieving Improvement

PIP Start Date: _____

Review/Monitor Date(s): _____

PIP End Date/Final Review: _____

Any changes or modifications to the plan must be put in writing and attached to this original document.

Principal

Date

Superintendent

Date

Director of Instruction

Date

Form 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.

Fill in the group of teachers covered (e.g., "probationary teachers"): Tenured Teachers

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

Fill in the group of teachers covered (e.g., "probationary teachers"): Probationary Teachers

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	45
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	15

Other60(12.26.12)

USING AND SCORING THE NYSUT RUBRIC: THE OTHER 60%

1. **NYSUT RUBRIC:** Teachers will be evaluated using the SED-approved NYSUT Rubric. This rubric may be amended from time to time. It is agreed that we will use whatever version is most current. That is, if and whenever SED approves changes to the NYSUT rubric, we will use the new one, subject to the re-negotiation agreement in the next sentence. When and if the rubric is altered, the Partnership and the Association agree to re-negotiate the rubric to be used upon the demand of the Partnership or the Association.

2. **EVIDENCE BINDER:** Every teacher will maintain an "Evidence Binder." The teacher will use the Evidence Binder to collect evidence pertinent to standards 1, 2, 5, 6 and 7 (not 3 and 4). All documents completed as part of the pre-observation conference, observation and post-observation conference (referred to in paragraphs 3a-3c, respectively) will also be included in the Evidence Binders. The Partnership will provide each teacher with an empty binder. It may be reused year after year.

3. **ANNOUNCED OBSERVATIONS (AOs):** An "announced observation" is one which has been scheduled in advance between the evaluator and the teacher. The length of an AO is determined by the evaluator. AOs will result in ratings on standards 1, 2, 3, and 4, provided that sufficient evidence is collected during the observation to result in a score on those standards. For each standard for which insufficient evidence is collected during an AO, no rating for that standard will be recorded for that AO. AOs have three parts:
 - a. Pre-observation conference - at which the teacher will discuss any information that will assist the evaluator in providing an observation score on standards 1, 2, 3 and 4 or that will provide other background and context to assist the evaluator in performing the evaluation. This discussion will include review of the teacher's lesson plan.

 - b. Observation - at which evidence will be collected pertinent to standards 1, 2, 3, and 4, and

 - c. Post-observation conference - at which:

- i. The evaluator will give feedback to improve instruction,
- ii. The evaluator and teacher may discuss any information pertinent to the evaluator's scoring of the observation on standards 1, 2, 3 and 4, and
- iii. The teacher may, upon his or her request, obtain informal feedback on how the teacher's evidence binder is progressing.

The total length of the observation process (from pre-observation to post-observation) shall not exceed 7 teacher work days. Within three teacher workdays of the post observation, the evaluator will informally provide the teacher (such as by phone, brief meeting, email, etc) with his or her scores (from 1-4, on each standard scored during the observation) and comments made, if any, relating to standards 5, 6 and 7.

4. **UNANNOUNCED OBSERVATIONS (UOs):** UOs will occur without notice to the teacher. There is no pre-observation or post-observation conference associated with a UO. UOs will result in ratings of standards 1, 2, 3, and 4, provided that sufficient evidence is collected during the observation to result in a score on those standards. For each standard for which insufficient evidence is collected during an UO, no rating for that standard will be recorded for that UO. Within three teacher workdays of the unannounced observation, the evaluator will informally provide the teacher (such as by phone, brief meeting, email, etc) with his or her scores (from 1-4, on each standard scored during the observation) and comments made, if any, relating to standards 5, 6, and 7.
5. **YEAR-END REVIEW:** The year-end review is a meeting between a teacher and supervising principal at which standards 5, 6 and 7 of the evidence binder is reviewed and discussed, and the observation scores are combined to result in a final score (from 0-60), and HEDI rating, on the 60 point rubric. The teacher may also request an "additional review" of standards 1 and/or 2. In that event, the evidence binder will also be reviewed and discussed with respect to standards 1 and/or 2, as specified by the teacher. For example, if the teacher requests an "additional review" of standard 1, that standard will be reviewed in addition to standards 5, 6 and 7; if the teacher requests an "additional review" of standards 1 and 2, then those standards will be reviewed in addition to standards 5, 6 and 7. For each standard reviewed, a score will be given based on the binder review (including any comments recorded during AOs and UOs relating to standards 5, 6 and 7). Alleged misconduct and/or

incompetence not discernable from this review will not be reflected in the rubric score.

6. OBSERVATION TIMEFRAMES:

- a. If feasible, at least one observation, whether an AO or a UO, will be conducted by December 31st.
- b. Year-end reviews will be held on or before the last day of instruction indicated on the instructional calendar.

7. CLASSROOM VISITS: A classroom visit is when an administrator visits a classroom but does not score his or her observations. Informal feedback may or may not be given following a classroom visit. Classroom visits may occur without notice to the teacher, with no maximum number of occurrences.

8. EVIDENCE USED IN OBSERVATIONS: Announced observation scores are based only on evidence collected during the pre-observation conference, observation and post-observation conference. Unannounced observations scores are based only on evidence collected during the UO itself. As a result, alleged misconduct and/or incompetence not observed through the above processes will not be reflected in AO, UO or – more generally - the scoring of the NYSUT rubric.

9. EVALUATORS: Any administrator permitted by law may conduct AO and UA, subject to the following restrictions:

- a. The year-end review will be conducted by the supervising principal.
- b. The supervising principal will conduct at least one observation (whether announced or an unannounced).

10. TENURED TEACHERS: Tenured teachers will have 2 unannounced observations. However, the teacher and an evaluator may mutually agree to an additional UO, multiple additional UOs, or an AO. (Of course, additional classroom observations will increase the number of points out of 60 derived from classroom observation.)

11. NON-TENURED TEACHERS: Non-tenured teachers shall have 2 announced observations and 1 unannounced observation. However, the teacher and an evaluator may mutually agree to an additional UO or multiple additional UOs. (Again, additional classroom observations will

increase the number of points out of 60 derived from classroom observation.)

12. **OBSERVATION CHRONOLOGY:** The order in which AOs and UOs are conducted is at the discretion of the evaluators.

13. **INDIVIDUAL OBSERVATION SCORES:** The evaluator will provide a score of 1, 2, 3 or 4 for each standard sufficiently observed during each observation, both unannounced and unannounced. The evaluator's score for each standard, rather, shall be based on the evaluator's discretion and professional judgment, taking into account:

- a. All evidence observed during the observation (including all three parts of an AO), and
- b. The performance indicators applicable to each standard as indicated on the NYSUT rubric.

14. **COMBINING OBSERVATION SCORES TO REACH A FINAL SCORE FOR THE "OTHER 60%" MEASURE:** The example below illustrates how observations scores will be converted to a rubric score between 0 and 60. (That a second AO was done shows that a probationary teacher was evaluated in this example.)

Standard	AO #1	AO #2	UO #1	UO #2	UO #3	Year End Review
1: Knowledge of students/student learning	3		4	3		
2: Knowledge of content/instruct. planning	3	3				
3: Instructional practice	4	3				
4: Learning environment	2	2	3	3		
5: Assessment for student learning						4
6: Professional Resp. and collaboration						3
7: Professional growth						4
Column Total	12	8	7	6		11
Divide by # of standards scored in the column	$12/4=3$	$8/3=2.7$	$7/2=3.5$	$6/2=3$		$11/3=3.7$
Average of Column Scores	$3+2.7+3.5+3+3.7 = 15.9$ $15.9/5 = 3.18$					
Raw Score	3.18					
Converted Score (See Conversion Chart Below)	58					
HEDI Rating	Effective					

Conversion Chart

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32

1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.3
3.3		58.4
3.4		58.4
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60

4		60.25 (round to 60)
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Other60(10.22.12)7

BOCES Adopted Expectations for Level of Performance – Local Measure
With Value-Added Model for State Subcomponent

Student Achievement Target – All teachers will receive a local score determined as follows: 1) 65 is established as the passing score for algebra, geometry, English 11 and all CTE assessments; 2) An aggregate student pass rate for these exams will be calculated; 3) The aggregate student pass rate will then be converted to a score between 0 and 15 using the scale below.

Highly Effective	Effective	Developing	Ineffective
The work of the teachers results in student achievement well above expectations during the school year (14-15 points)	The work of the teachers results that meet student achievement expectations, considering the entire student population as a whole. (8-13 points)	The work of the teachers results in student academic achievement that is below the established achievement standard. (3-7 points)	The work of the teachers results in student academic achievement that is well below the established achievement standard. (0-2 points)
The student pass rate on the identified final assessments will be 90.6% - 100%.	The student pass rate on the identified final assessments will be 50.4% - 90.5%.	The student pass rate on the identified final assessments will be 16.8% - 50.3%	The student pass rate on the identified final assessments will be 0% - 16.7%

Highly Effective		Effective						Developing					Ineff.		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97.2	90.6	83.9	77.2	70.5	63.8	57.1	50.4	43.7	37.0	30.3	23.6	16.8	10.2	3.5	0
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
100%	97.1	90.5	83.8	77.1	70.4	63.7	57.0	50.3	43.6	36.9	30.2	23.5	16.7	10.1	3.4

**BOCES Adopted Expectations for Level of Performance – Local Measure
Without Value-Added Model for State Subcomponent**

Student Achievement Target – All teachers will receive a local score determined as follows: 1) 65% is established as the passing score for algebra, geometry, English 11 and all CTE assessments; 2) An aggregate student pass rate for these exams will be calculated; 3) The aggregate student pass rate will then be converted to a score between 0 and 20 using the scale below.

Highly Effective	Effective	Developing	Ineffective
The work of the teachers results in student achievement well above expectations during the school year (18-20 points)	The work of the teachers results that meet student achievement expectations, considering the entire student population as a whole. (9-17 points)	The work of the teachers results in student academic achievement that is below the established achievement standard. (3-8 points)	The work of the teachers results in student academic achievement that is well below the established achievement standard. (0-2 points)
The student pass rate on the identified final assessments will be 87.6% - 100%.	The student pass rate on the identified final assessments will be 42.6% - 87.5%.	The student pass rate on the identified final assessments will be 12.6% - 42.5%	The student pass rate on the identified final assessments will be 0% - 12.5%

Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
97.6	92.6	87.6	82.6	77.6	72.6	67.6	62.6	57.6	52.6	47.6	42.6	37.6	32.6	27.6	22.6	17.6	12.6	7.6	2.6	0.0%
100%	97.5	92.5	87.5	82.5	77.5	72.5	67.5	62.5	57.5	52.5	47.5	42.5	37.5	32.5	27.5	22.5	17.5	12.5	7.5	2.5%

**BOCES Adopted Expectations for Level of Performance – Local Measure
Without Value-Added Model for State Subcomponent**

Student Achievement Target – All teachers will receive a local score determined as follows: 1) 65 is established as the passing score for algebra, geometry, English 11 and all CTE assessments; 2) An aggregate student pass rate for these exams will be calculated; 3) The aggregate student pass rate will then be converted to a score between 0 and 20 using the scale below.

Highly Effective	Effective	Developing	Ineffective
The work of the teachers results in student achievement well above expectations during the school year (18-20 points)	The work of the teachers results that meet student achievement expectations, considering the entire student population as a whole. (9-17 points)	The work of the teachers results in student academic achievement that is below the established achievement standard. (3-8 points)	The work of the teachers results in student academic achievement that is well below the established achievement standard. (0-2 points)
The student pass rate on the identified final assessments will be 87.6% - 100%.	The student pass rate on the identified final assessments will be 42.6% - 87.5%.	The student pass rate on the identified final assessments will be 12.6% - 42.5%	The student pass rate on the identified final assessments will be 0% - 12.5%

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
97.6	92.6	87.6	82.6	77.6	72.6	67.6	62.6	57.6	52.6	47.6	42.6	37.6	32.6	27.6	22.6	17.6	12.6	7.6	2.6	0.0%
100%	97.5	92.5	87.5	82.5	77.5	72.5	67.5	62.5	57.5	52.5	47.5	42.5	37.5	32.5	27.5	22.5	17.5	12.5	7.5	2.5%

TEACHER IMPROVEMENT PLAN (TIP)

Background: Section 30-2.10 of the Commissioner's regulations requires that any teacher rated as Developing or Ineffective through an APPR conducted under Section 3012-c of the Education Law shall receive a Teacher Improvement Plan (TIP). TIPs shall be developed by the teacher's supervisor or designee but only after discussion with the affected Teacher. *Union representation shall be afforded upon the Teacher's request.* A TIP is not a disciplinary action. The issuance and/or implementation of the terms of a TIP shall not be grievable under the collective bargaining agreement between the Partnership and the Teachers' Association, but shall instead be subject to the APPR Appeals procedure. Insufficient Teacher implementation of this TIP may affect subsequent evaluations, including the scoring of Standard VI of the Teacher evaluation rubric.

Teacher Name: _____ Tenure Area(s): _____
 Status: 1st Year Probationary 2nd Year Probationary 3rd Year Probationary Tenured Other _____
 Evaluator Name: _____ Evaluator Position: _____
 Final Evaluation Date: _____ for the _____ school year, resulting in a HEDI rating of _____.

Directions for TIP Development: The Principal completes the following chart after discussion with the affected teacher and union representative, if any. Use additional pages if needed. Implementation of this plan will commence by _____¹.

Area(s) Needing Improvement	Timeline for Achieving Improvement	Teacher Responsibilities (if any) and Timeframes:	Administrator Contributions (if any) and Timeframes:	The Manner(s) by which Improvement will be Assessed

Directions for TIP Follow up: The Principal, Teacher and Union Representative (upon the Teacher's request) will hold a TIP Progress Monitoring Conference on _____ to discuss the status of implementing this TIP, the degree of improvement in the identified "Area(s) Needing Improvement," and updating this TIP if appropriate.

 Principal's Signature, Dated: _____

 Teacher's Signature, Dated: _____

¹ Implementation of the TIP must commence within 10 school days after class begins for the next school year.

TIP Progress Monitoring Conference(s)

Date:	Date:	Date:	Date:	Date:
Administrator Comments:	Administrator Comments:	Administrator Comments:	Administrator Comments:	Administrator Comments:
Teacher Comments:				

Final TIP Conference

Administrator's Comments:

Administrator's Signature _____ Date _____

Teacher's Comments:

Teacher's Signature _____ Date _____

cc: District Superintendent
Admin1/SMM/BOCES/TIPS(6.13.12)

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)

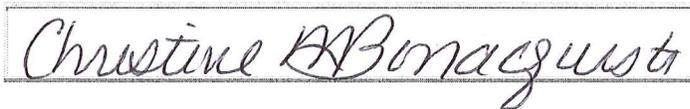
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals 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

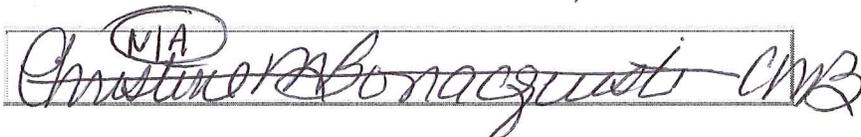
Superintendent Signature: Date: 7/18/13



Teachers Union President Signature: Date: 7-18-13



Administrative Union President Signature: Date: 7/18/13



Board of Education President Signature: Date: 7/17/13

