



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

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

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

March 4, 2013

Patrick Michel, Superintendent
Hamilton-Fulton-Montgomery BOCES
2755 State Highway 67
Johnstown, NY 12095

Dear Superintendent Michel:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

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

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

Annual Professional Performance Reviews: 2012-13

Created Tuesday, August 14, 2012

Updated Friday, February 08, 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 : 209000000000

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

209000000000

1.2) School District Name: HAMILTON-FULTON-MONTGOMERY BOCES

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

HAMILTON-FULTON-MONTGOMERY BOCES

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Tuesday, August 14, 2012
Updated Tuesday, February 12, 2013

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in

The SLOs for K-2 ELA will utilize State approved 3rd party assessment. For Grade 3, the STAR assessment will be

this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	used as a pre-test, and targets will be set for the 3rd grade state assessment. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set based upon the pre-test of the students assigned to the teacher. Students pre-test scores will be the baseline and will be compared to the final assessment score to determine growth. The teacher in collaboration with the principal will set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet their target, a corresponding HEDI score will be determined. The percentage of students meeting the growth target will be converted to a scale score of 0-20. Teachers can achieve all scale score points from 0-20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 90% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 55% to 89% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 41% to 54% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 40% of his/her students meet the growth target. See scale at 2.11.

2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for K-2 MATH will utilize State approved 3rd party assessment. For Grade 3, the STAR assessment will be used as a pre-test, and targets will be set for the 3rd grade state assessment. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set based upon the pre-test of the students assigned to the teacher. Students pre-test scores will be the baseline and will be compared to the final assessment score to determine growth. The teacher in
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collaboration with the principal will set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet their target, a corresponding HEDI score will be determined. The percentage of students meeting the growth target will be converted to a scale score of 0-20. Teachers can achieve all scale score points from 0-20.

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

A teacher will be rated highly effective if 90% or greater of his/her students meet the growth target. See scale at 2.11.

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

A teacher will be rated effective if 55% to 89% of his/her students meet the growth target. See scale at 2.11.

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

A teacher will be rated developing if 41% to 54% of his/her students meet the growth target. See scale at 2.11.

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

A teacher will be rated ineffective if 0% to 40% of his/her students meet the growth target. See scale at 2.11.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	HFM BOCES-developed 6th Grade Science Assessment
7	District, regional or BOCES-developed assessment	HFM BOCES-developed 7th Grade Science Assessment
8	State assessment	8th Grade State Science Assessment

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

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

The SLOs for 6-8 Science will utilize the HFM BOCES-developed 6th and 7th Grade Science summative assessment. The SLO for 8th grade science will utilize the 8th grade State Science Assessment. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set based upon the pre-test of the students assigned to the teacher. Students pre-test scores will be the baseline and will be compared to the final assessment score to determine growth. The teacher in collaboration with the principal will set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet their target, a corresponding HEDI score will be determined. The percentage of students meeting the growth target will be

	converted to a scale score of 0-20. Teachers can achieve all scale score points from 0-20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 90% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 55% to 89% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 41% to 54% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 40% of his/her students meet the growth target. See scale at 2.11.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	HFM BOCES-developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	HFM BOCES-developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	HFM BOCES-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.	The SLOs for 6-8 Social Studies will utilize the HFM BOCES-developed 6-8 Social Studies summative assessment. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set based upon the pre-test of the students assigned to the teacher. Students pre-test scores will be the baseline and will be compared to the final assessment score to determine growth. The teacher in collaboration with the principal will set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet their target, a corresponding HEDI score will be determined. The percentage of students meeting the growth target will be converted to a scale score of 0-20. Teachers can achieve all scale score points from 0-20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 90% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 55% to 89% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 41% to 54% of his/her students meet the growth target. See scale at 2.11.

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

A teacher will be rated ineffective if 0% to 40% of his/her students meet the growth target. See scale at 2.11.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	HFM BOCES-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 subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school Social Studies courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on pre-assessments results. The teacher in collaboration with the principal will set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet their target, a corresponding HEDI score will be determined. The pre-assessment results will be the baseline and will be compared to the Regents assessment score or the HFM BOCES-developed Global 1 assessment to determine growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 90% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 55% to 89% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 41% to 54% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 40% of his/her students meet the growth target. See scale at 2.11.

2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	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.	The SLOs for high school science courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on pre-assessments results. The teacher in collaboration with the principal will set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet their target, a corresponding HEDI score will be determined. The pre-assessment results will be the baseline and will be compared to the Regents assessment score to determine growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 90% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 55% to 89% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 41% to 54% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 40% of his/her students meet the growth target. See scale at 2.11.

2.8) High School Math Regents Courses

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

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

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment
Geometry	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.	The SLOs for high school math courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on pre-assessments results. The teacher in collaboration with the principal will set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet their target, a corresponding HEDI score will be determined. The pre-assessment results will be the baseline and will be compared to the Regents assessment score to determine growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 90% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 55% to 89% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 41% to 54% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 40% of his/her students meet the growth target. See scale at 2.11.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	STAR Reading Enterprise
Grade 10 ELA	State approved 3rd party assessment	STAR Reading Enterprise
Grade 11 ELA	Regents assessment	Grade 11 Comprehensive English Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school English courses will be rigorous and comparable. The SLOs for Grades 9 and 10 ELA will utilize State approved 3rd party assessment. For Grade 11, The same assessment will be used across all classrooms in the same course. For Grades 9, 10 and 11 ELA , growth targets will be set based on pre-assessments results. The teacher in collaboration with the principal will set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet their target, a corresponding HEDI score will be determined. The
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 90% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 55% to 89% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 41% to 54% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 40% of his/her students meet the growth target. See scale at 2.11.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/163047-TXEttx9bQW/HEDI 2.11 dated 2-8-13.pdf

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, August 14, 2012

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. For the STAR system, each student is assigned a Student Growth Percentile score. Each individual student's growth from pre-test to post-test is compared against the performance of all students nationally who scored at the same level on the pre-test. Relative to other similar students, each student's level of growth earns a growth score, and all of a teacher's students' scores are considered to determine the median growth of that teacher's students. Teachers' scores will be converted 0-15 based upon the median growth percentile. The negotiated scale is attached. Teachers can achieve all scale points from 0-15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the median of his/her students MGP scores fall between 71% and 99%. See attached.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the median of his/her students MGP scores fall between 45% and 70%. See attached.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the median of his/her students MGP scores fall between 26% and 44%. See attached.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the median of his/her students MGP scores fall between 1% and 25%. See attached.

3.2) Grades 4-8 Math

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

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

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

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

<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>State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. For the STAR system, each student is assigned a Student Growth Percentile score. Each individual student's growth from pre-test to post-test is compared against the performance of all students nationally who scored at the same level on the pre-test. Relative to other similar students, each student's level of growth earns a growth score, and all of a teacher's students' scores are considered to determine the median growth of that teacher's students. The negotiated scale is attached. Teachers can achieve all scale points from 0-15.</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>A teacher will be rated highly effective if the median of his/her students MGP scores fall between 71% and 99%. See attached.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated effective if the median of his/her students MGP scores fall between 45% and 70%. See attached.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated developing if the median of his/her students MGP scores fall between 26% and 44%. See attached.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated ineffective if the median of his/her students MGP scores fall between 1% to 25%. See attached.</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/5139/163068-rhJdBgDruP/HEDI 3.3 dated 2-8-13 \(2\).pdf](assets/survey-uploads/5139/163068-rhJdBgDruP/HEDI 3.3 dated 2-8-13 (2).pdf)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level.. For the STAR system, each student is assigned a Student Growth Percentile score. Each individual student's growth from pre-test to post-test is compared against the performance of all students nationally who scored at the same level on the pre-test. Relative to other similar students, each student's level of growth earns a growth score, and all of a teacher's students' scores are considered to determine the median growth of that teacher's students. Teachers' scores will be converted 0-20 based upon the median growth percentile. The negotiated scale is attached. Teachers can achieve all scale points from 0-20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the median of his/her students' MGP scores fall between 56% and 99%. See attached.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the median of his/her students' MGP scores fall between 35% and 55%. See attached.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will rated developing if the median of his/her students' MGP scores fall between 19% and 34%. See attached.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the median of his/her students' MGP scores fall between 1% and 18%. See attached.

3.5) Grades K-3 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. For the STAR system, each student is assigned a Student Growth Percentile score. Each individual student's growth from pre-test to post-test is compared against the performance of all students nationally who scored at the same level on the pre-test. Relative to other similar students, each student's level of growth earns a growth score, and all of a teacher's students' scores are considered to determine the median growth of that teacher's students. Teachers' scores will be converted 0-20 based upon the median growth percentile. The negotiated scale is attached. Teachers can achieve all scale points from 0-20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the median of his/her students' MGP scores fall between 56% and 99%. See attached.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the median of his/her students' MGP scores fall between 35% to 55%. See attached.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the median of his/her students' MGP scores fall between 19% and 34%. See attached.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the median of his/her students' MGP scores fall between 1% to 18%. See attached.

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	5) District, regional, or BOCES–developed assessments	HFM BOCES-developed 6th Grade Science Assessment
7	5) District, regional, or BOCES–developed assessments	HFM BOCES-developed 7th Grade Science Assessment
8	3) Teacher specific achievement or growth score computed locally	NYSED 8th Grade Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HFM BOCES-developed science assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Teachers in collaboration with their principal will set a class-wide achievement target based upon academic history. The
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	percentage of students meeting that achievement target will be converted to a scale of 0-20. The negotiated scale is attached. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 90% or more of his/her students meet the achievement target. See attached.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 55% to 89% of his/her students meet the achievement target. See attached.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 41% to 54% of his/her students meet the achievement target. See attached.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 40% of his/her students meet the achievement target. See attached.

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	5) District, regional, or BOCES–developed assessments	HFM BOCES-developed 6th Grade Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	HFM BOCES-developed 7th Grade Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	HFM BOCES-developed 8th Grade Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HFM BOCES-developed social studies assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Teachers in collaboration with their principal will set a class-wide achievement target based upon academic history. The percentage of students meeting the achievement target will be converted to a scale of 0-20. The negotiated scale is attached. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 90% or more of his/her students meet the achievement target. See attached.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 55% to 89% of his/her students meet the achievement target. See attached.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 41% to 54% of his/her students meet the achievement target. See attached.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 40% of his/her students meet the achievement target. See attached.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	HFM BOCES-developed Global 1 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Regents exam in Global History and Geography
American History	3) Teacher specific achievement or growth score computed locally	NYS Regents exam in US History and Government

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.	HFM BOCES-developed Global 1 assessment will be rigorous and valid. The same assessments will be used across all classrooms for the same course. Teachers in collaboration with their principal will set a class-wide achievement target based upon academic history. The percentage of students meeting the achievement target will be converted to a scale of 0-20. The negotiated scale is attached. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 90% or more of his/her students meet the achievement target. See attached.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 55% to 89% of his/her students meet the achievement target. See attached..

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will rated developing if 41% to 54% of his/her students meet the achievement target. See attached..
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 40% of his/her students meet the achievement target. See attached..

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	NYS Regents exam in Living Environment
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Regents exam in Earth Science
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Regents exam in Chemistry
Physics	3) Teacher specific achievement or growth score computed locally	NYS Regents exam in Physics

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The same assessments will be used across all classrooms for the same course. Teachers in collaboration with their principal will set a class-wide achievement target based upon academic history. The percentage of students meeting the achievement target will be converted to a scale of 0-20. The negotiated scale is attached. Teachers can achieve all scale points from 0-20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 90% or more of his/her students meet the achievement target. See attached.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 55% to 89% of his/her students meet the achievement target. See attached..
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will rated developing if 41% to 54% of his/her students meet the achievement target. See attached..

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

A teacher will be rated ineffective if 0% to 40% of his/her students meet the achievement target. See attached..

3.10) High School Math

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

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

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

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

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

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

The same assessments will be used across all classrooms for the same course. Teachers in collaboration with their principal will set a class-wide achievement target based upon academic history. The percentage of students meeting the achievement target will be converted to a scale of 0-20. The negotiated scale is attached. Teachers can achieve all scale points from 0-20.

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

A teacher will be rated highly effective if 90% or more of his/her students meet the achievement target. See attached.

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

A teacher will be rated effective if 55% to 89% of his/her students meet the achievement target. See attached.

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

A teacher will be rated developing if 41% to 54% of his/her students meet the achievement target. See attached.

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

A teacher will be rated ineffective if 0% to 40% of his/her students meet the achievement target. See attached.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise,
Grade 10 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Regents exam - Comprehensive Examination in English

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Grades 9 and 10, State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. For the STAR system, each student is assigned a Student Growth Percentile score. Each individual student's growth from pre-test to post-test is compared against the performance of all students nationally who scored at the same level on the pre-test. Relative to other similar students, each student's level of growth earns a growth score, and all of a teacher's students' scores are considered to determine the median growth of that teacher's students. Teachers' scores will be converted 0-20 based upon the median growth percentile. The negotiated scale is attached. Teachers can achieve all scale points from 0-20. The NYS Comprehensive Examination in English achievement results will be used for Grade 11. Teachers in collaboration with their principal will set a class-wide achievement target based upon academic history. The percentage of students meeting the achievement target will be converted to a scale score of 0-20. The negotiated scale is attached. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 9 and 10 teachers will be rated highly effective if the median of his/her students' MGP scores fall between 56% and 99%. A teacher of Grade 11 will be rated highly effective if 90% or more of his/her students meet the achievement target. See attached.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 9 and 10 teachers will be rated effective if the median of his/her students' MGP scores fall between 35% and 55%. A teacher of Grade 11 will be rated effective if 55% to 89% of his/her students meet the achievement target. See attached.

Relative to other similar students, each student's level of growth earns a growth score, and all of a teacher's students' scores are considered to determine the median growth of that teacher's students. Teachers' scores will be converted 0-20 based upon the median growth percentile. The negotiated scale is attached. Teachers can achieve all scale points from 0-20. For all other courses and LOTE courses, teachers in collaboration with their principal will set a class-wide achievement target based upon academic history. The percentage of students meeting the achievement target will be converted to a scale score of 0-20. The negotiated scale is attached. Teachers can achieve all scale points from 0-20. See attached.

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

Grades 9 and 10 teachers will be rated highly effective if the median of his/her students' MGP falls between 56% and 99%. See attached. A teacher of Grade 11 will be rated highly effective if 90% or more of his/her students meet the achievement target. See attached.

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

Grades 9 and 10 teachers will be rated effective if the median of his/her students MGP falls between 35-55% of his/her students . See scale at 3.13. A teacher of Grade 11 will be rated effective if 55 - 89% of his/her students meet the achievement target. See attached.

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

Grades 9 and 10 teachers will be rated developing if the median of his/her students MGP falls between 19-34%. See scale at 3.13. A teacher of Grade 11 will be rated developing if 41-54% of his/her students meet the achievement target. See attached.

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

Grades 9 and 10 teachers will be rated ineffective if the median of his/her students MGP falls between 1-18%. See scale at 3.13. A teacher of Grade 11 will be rated ineffective if 0-40% of his/her students meet the achievement target. See attached.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/163068-y92vNseFa4/HEDI 3.13 dated 2-8-13.pdf

3.14) Locally Developed Controls

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

(No response)

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.

Teachers with more than one locally selected measure will have their multiple HEDI scores averaged proportional to the number of students in a class in order to formulate the final HEDI score.

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 Friday, October 26, 2012

Updated Wednesday, February 13, 2013

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

*The BOCES will use the Danielson 2011 Framework for Teaching rubric. The total number of points available is 88 points from all 22 components (maximum of 4 points each). In order to determine this score (0 to 60), the teacher will receive a score of 0 to 4 (H=4, E=3, D=2, I=0-1) for each component observed within the 4 domains. The total number of points from the components observed in each individual observation will be converted based upon 60 points. For example, an observation that includes ALL 22 components with ratings of 3, the calculation is 22*3 = 66. 66 earned points divided by 88 available points = 0.75. Then 0.75 times 60 points = a total of 45 points for that individual observation. Multiple observation points will be averaged to arrive at a final score from 0 to 60 points. The BOCES and the Teachers Association will determine what artifacts are appropriate evidence for Domains 1 and 4. A teacher's overall performance can be rated at any score point from 0 to 60. All COMPOSITE scores will be rounded to whole numbers.*

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.

(No response)

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.	Through observation, the teacher has demonstrated an ability to function in a classroom setting at a highly effective level, well above the NYS Teaching Standards.
Effective: Overall performance and results meet NYS Teaching Standards.	Through observation, the teacher has demonstrated an ability to function in a classroom setting at an effective level, meeting the NYS Teaching Standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Through observation, the teacher has demonstrated a developing functionality in a classroom setting, needing slight improvement to meet the NYS Teaching Standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Through observation, the teacher has demonstrated an ineffective functionality in a classroom setting, needing significant improvement to meet the NYS Teaching Standards.

Provide the ranges for the 60-point scoring bands.

Highly Effective	53-60
Effective	40-52
Developing	25-39
Ineffective	0-24

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	2
4.7) Observations of Tenured Teachers Informal/Short	0
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

5. Composite Scoring (Teachers)

Created Thursday, November 01, 2012

Updated Tuesday, January 29, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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	53-60
Effective	40-52
Developing	25-39
Ineffective	0-24

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 Friday, October 26, 2012
Updated Friday, February 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/5265/208737-Df0w3Xx5v6/TIP for HFM.pdf](#)

6.3) Appeals Process

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

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

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

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

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

Appeals of annual professional performance reviews are limited to those that rate a tenured teacher as ineffective only.

What may be challenged in an appeal: The appeal procedures allow the scope of the appeals under Education Law 3012-c to the following subjects:

1. *The Hamilton-Fulton-Montgomery BOCES' adherence to the standards and methodologies required for such reviews, pursuant to*

Education Law 3012-c;

2. The adherence to the Commissioner's regulations, as applicable to such reviews;
3. Compliance with any locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
4. The Hamilton-Fulton-Montgomery BOCES' issuance and or implementation of the terms of the teacher improvement plan under Education Law 3012-c.

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

Burden of proof: In an appeal, the teacher has the burden of proving by substantial evidence the merits of his or her appeal.

Timeline for filing an appeal: All appeals must be submitted in writing to the Division Director no later than ten (10) calendar days from the date when the teacher receives his/her summative annual professional performance review (composite score). All information and evidence the teacher wants to have considered must be included in the written appeal. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

Appeal process: Upon receipt of the written appeal from the teacher, the Division Director shall have ten (10) calendar days from the date of receipt to concur or negate the merit of the appeal. If the Division Director concurs with the appeal, s/he will make any necessary changes to the summative annual professional performance review (composite score) and notify the teacher who filed the appeal of these changes. If the Division Director negates the merit of the appeal, s/he will notify the teacher of this decision. The teacher who filed the appeal may elect to appeal to the District Superintendent within five (5) calendar days of receipt of the Division Director's decision. The District Superintendent, working with the Association President, will appoint a four-person panel comprised of two BOCES administrators and two BOCES teachers. This panel will be comprised of individuals who do not work in the same division as the teacher making the appeal; the two selected administrators did not complete the evaluation under appeal. The panel shall issue a written recommendation on the merits of the appeal no later than twenty (20) calendar days from the date when the teacher filed his or her appeal to the District Superintendent, who will, within ten (10) calendar days issue a written, final decision about the appeal. The written decision will be provided to the teacher and to the Division Director.

The decision will be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the District Superintendent shall not be subject to any further appeal.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

HFM BOCES Administrators were trained by and will receive ongoing training from the HFM BOCES Deputy Superintendent together with the HFM BOCES RTTT Network Team in accordance with the nine elements indicated in the "Guidance on New York's Annual Professional Performance Review Law and Regulations". In addition, lead evaluators and evaluators will be certified in inter-rater reliability using the Teachscape Proficiency System. This online program will be used to periodically re-certify lead evaluators.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked

6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Friday, October 26, 2012

Updated Friday, March 01, 2013

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

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

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

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

K-6
5-12
K-12
9-12
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
11-12 CTE	District, regional, or BOCES-developed	JMT Regionally-Developed Grade and Subject Specific Assessments

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.	Individual growth target SLOs will be developed by teacher and principals, and approved by a supervisor, using baseline data and academic history. The percentage of students meeting their growth targets will be used to determine the principal's HEDI score.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The principal will be rated highly effective if 90% or greater of his students meet their individual growth target. See attached.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The principal will be rated effective if 55% - 89% of his students meet their individual growth target. See attached.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The principal will be rated developing if 41% - 54% of his students meet their individual growth target. See attached.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The principal will be rated ineffective if 0% - 40% of his students meet their individual growth target. See attached.

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/5365/208310-lha0DogRNw/HEDI 2.11 dated 2-8-13.pdf](#)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Thursday, October 25, 2012

Updated Friday, March 01, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	STAR Reading and Math Enterprise
5-12	(d) measures used by district for teacher evaluation	STAR Reading and Math Enterprise
K-12	(d) measures used by district for teacher evaluation	STAR Reading and Math Enterprise
9-12	(d) measures used by district for teacher evaluation	STAR Reading and Math Enterprise

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. For the STAR system, each student is assigned a student growth percentile score. Each individual student's growth from pre-test to post-test is compared against the performance of all students nationally who scored at the same level on the pre-test. Relative to other similar students, each student's level of growth earns a growth score, and all of the principal's students scores are used to determine the median growth of that principal's students. Principals' scores will be converted 0-15 (or 0-20 without value added) based upon the median growth percentile.</p>
--	--

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated highly effective if the MGP score of students in his/her program falls between 71% and 99%. See attached.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated effective if the MGP score of students in his/her program falls between 45% and 70%. See attached.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated developing if the MGP score of students in his/her program falls between 26% and 44%. See attached.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated ineffective if the MGP score of students in his/her program falls between 1% and 25%. See attached.

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

(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/5366/207466-qBFVOWF7fC/HEDI 3.3 dated 2-8-13 \(2\).pdf](assets/survey-uploads/5366/207466-qBFVOWF7fC/HEDI 3.3 dated 2-8-13 (2).pdf)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
11-12 CTE	(d) measures used by district for teacher evaluation	JMT Regionally-Developed Grade and Subject Specific Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	An achievement target will be set by teachers and principals, and approved by a supervisor, using academic data. The target will be rigorous. All students achieving the target will be used to determine a principal's HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated highly effective if 90% or more of students meet the achievement target. See attached.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated effective if 55% to 89% of students meet the achievement target. See attached.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated developing if 41% to 54% of students meet the achievement target. See attached.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated ineffective if 0% to 40% of students meet the achievement target. See attached.

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

(No response)

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

<assets/survey-uploads/5366/207466-T8MIGWUVm1/HEDI 3.13 dated 2-8-13.pdf>

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

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 Friday, October 26, 2012

Updated Friday, March 01, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Principals/administrators will collect and present evidence connected to the ISLLC Standards at scheduled conferences with the principal evaluator. Additionally, evidence of the ISLLC Standards will be collected by the principal evaluator or trained observer via school visits. School visits will occur throughout the school year. There will be a minimum of two school visits (at least one of which will be unannounced). Visits are to be completed no later than May 31. Three additional sources of information for the principal evaluator's consideration in utilizing the rubric and instrument shall be:

- a. A portfolio of school documents related to components of the rubric. These shall be provided to the principal evaluator by May 31.*
- b. The principal/administrator and the principal evaluator shall meet to review the initiatives and actions of the principal over the year as well as the utilization of BOCES-provided resources.*
- c. The principal's self-analysis on the rubric for principal evaluator's consideration and discussion.*

For distribution of points see scale at 9.7.

All 60 points will be based on the Multidimensional Principal Performance Rubric. There are six domains; each domain has a specific number of Total Category Points that can be achieved. Each Total Category Points score will be weighted to account for the required 0-60 point distribution as follows:

- Domain 1 will have a value of 5 out of the 60 points*
- Domain 2 will have a value of 15 out of the 60 points*
- Domain 3 will have a value of 10 out of the 60 points*
- Domain 4 will have a value of 10 out of the 60 points*
- Domain 5 will have a value of 10 out of the 60 points*
- Domain 6 will have a value of 10 out of the 60 points*

A score will be arrived at by adding the number of points achieved in each domain.

Total HEDI ratings for each principal practice rubric scores are:

Highly Effective 55-60

Effective 43-54

Developing 29-42

Ineffective 0-28

Each of the multiple observations scores (minimum of two) will be averaged into a total principal practice rubric value between 0-60.

For example, if a principal receives two observations with values of

52 points for observation 1

45 points for observation 2

The two observation scores are averaged for a total points value of 48.5.

COMPOSITE scores will be rounded to whole numbers.

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/5143/208361-pMADJ4gk6R/Principal 9.7 other measures.pdf

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

Highly Effective: Overall performance and results exceed standards.	The overall composite score for a rating of highly effective will range from 55 to 60 points.
Effective: Overall performance and results meet standards.	The overall composite score for a rating of effective will range from 43 to 54 points.
Developing: Overall performance and results need improvement in order to meet standards.	The overall composite score for a rating of developing will range from 29 to 42 points.
Ineffective: Overall performance and results do not meet standards.	The overall composite score for a rating of highly effective will range from 0 to 28 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	43-54
Developing	29-42
Ineffective	0-28

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 Friday, October 26, 2012
Updated Tuesday, January 29, 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	55-60
Effective	43-54
Developing	29-42
Ineffective	0-28

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Friday, October 26, 2012

Updated Friday, January 25, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/208370-Df0w3Xx5v6/PIP for HFM.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals of annual professional performance reviews are limited to those that rate a principal/administrator as ineffective or developing only.

What may be challenged in an appeal: The appeal procedures allow the scope of the appeals under Education Law 3012-c to the following subjects:

1. The Hamilton-Fulton-Montgomery BOCES' adherence to the standards and methodologies required for such reviews, pursuant to

Education Law 3012-c;

- 2. The adherence to the Commissioner's regulations, as applicable to such reviews;*
- 3. Compliance with any locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- 4. The Hamilton-Fulton-Montgomery BOCES' issuance and or implementation of the terms of the principal improvement plan under Education Law 3012-c.*

Prohibition against more than one appeal: A principal/administrator may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Burden of proof: In an appeal, the principal/administrator shares the burden of proof with principal evaluator. The principal/administrator must provide substantial evidence regarding the merits of his/her appeal. The principal evaluator must provide substantial evidence to support the assigned ratings.

Timeline for filing an appeal: All appeals must be submitted in writing to the principal evaluator no later than 15 calendar days from the date when the principal receives his/her annual summative professional performance review. All information and evidence the principal/administrator wants to have considered must be included in the written appeal. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his/her performance review. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the BOCES upon written request of the appellant. The performance review being appealed must be submitted with the appeal.

Appeal process: Upon receipt of the written appeal from the principal, the principal evaluator shall have 15 calendar days from the date of receipt to reply. If the principal evaluator does not concur with the appeal and make any necessary and appropriate changes to the summative evaluation, the appeal will be forwarded to a hearing panel of three practicing administrators, chosen from a list approved mutually by the BOCES and the HFM BOCES Administrators' Association. The individuals serving on the panel will be provided training by HFM BOCES regarding APPR legislation and regulations.

The parties agree that:

- a. The hearing panel shall hear appeals no later than 15 business days after the hearing panel is selected.*
- b. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing panel agrees to additional days.*
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;*
- d. The appeal shall not be open to the public;*
- e. The BOCES shall have the opportunity to present its case supporting the rating or improvement plan and then the principal/administrator may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.*

Decision

A written decision on the merits of the appeal shall be rendered no later than fifteen (15) business days from the close of the hearing. Such decision shall be a final administrative decision.

The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The hearing panel must affirm, set aside or modify the BOCES' rating. A copy of the decision shall be provided to the principal/administrator and the BOCES principal evaluator.

Exclusivity of Section 3012-C Appeal Procedures

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal/administrator performance review or improvement plan. A principal/administrator may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

Other

- 1. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.*
- 2. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.*

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The direct supervisors for the five principals in the BOCES are the Deputy Superintendent who supervises the CTE and Alternative Education principals and the Director of Special Education who supervises the Assistant Director of Special Education and two Administrative Coordinators. The Deputy Superintendent has participated in several NYSED-sponsored workshops to gain expertise in the evaluation of the principals for the new APPR. The Director of Special Education has participated in several HFM BOCES-sponsored workshops conducted by the HFM BOCES Network Team and the Deputy Superintendent to gain expertise in the evaluation of principals. The Deputy Superintendent and the Director of Special Education will conduct a minimum of two school visitations of each principal using the Multidimensional Principal Performance Rubric during the 2012-13 school year. The evidence gathered from the visitations, as well as artifacts that have been submitted by the principal, will be reviewed by each lead evaluator and aligned to the rubric to determine a rating.

The Board of Education will certify that the Deputy Superintendent and the Director of Special Education are both highly qualified to be lead evaluators for principal APPR. The Board will recertify both lead evaluators each school year after reviewing the on-going training they have received.

Training will be ongoing; in addition, lead evaluators and evaluators will be certified in inter-rater reliability.

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 Friday, October 12, 2012

Updated Friday, March 01, 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/5581/194874-3Uqgn5g9Iu/APPR District Certification 3-1-13.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.

2.11

**Hamilton-Fulton-Montgomery BOCES
GROWTH HEDI for Principals and Teachers for 2012-13 School Year**

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
100-98	97-94	93-90	89-87	86-84	83-80	79-77	76-73	72-69	68-65	64-60	59-55	54-52	51-50	49-48	47-46	45-44	43-41	40-28	27-14	13-0

3.3

LOCAL HEDI for Principals and ELA and MATH Teachers for 2012-13 School Year who Receive a Growth Score

Highly Effective		Effective					Developing					Ineffective			
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-86	85-71	70-56	55-54	53-51	50-49	48-47	46-45	44-43	42-40	39-36	35-33	32-26	25-19	18-10	9-1

****Utilizes the SGP from STAR Reading Enterprise and STAR MATH Enterprise**

3.13

Hamilton-Fulton-Montgomery BOCES

LOCAL HEDI for Principals and all Teachers NOT using STAR for 2012-13 School Year

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
100-98	97-94	93-90	89-87	86-84	83-80	79-77	76-73	72-69	68-65	64-60	59-55	54-52	51-50	49-48	47-46	45-44	43-41	40-28	27-14	13-0

3.13

Hamilton-Fulton-Montgomery BOCES

LOCAL HEDI for Principals and ELA and MATH Teachers for 2012-13 School Year

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
99-86	85-71	70-56	55-54	53-51	50-49	48-47	46-45	44-43	42-41	40-38	37-35	34-32	31-30	29-27	26-24	23-21	20-19	18-14	13-7	6-1

****Utilizes the SGP from STAR Reading Enterprise and STAR MATH Enterprise**

2.11

**Hamilton-Fulton-Montgomery BOCES
GROWTH HEDI for Principals and Teachers for 2012-13 School Year**

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
100-98	97-94	93-90	89-87	86-84	83-80	79-77	76-73	72-69	68-65	64-60	59-55	54-52	51-50	49-48	47-46	45-44	43-41	40-28	27-14	13-0

3.3

LOCAL HEDI for Principals and ELA and MATH Teachers for 2012-13 School Year who Receive a Growth Score

Highly Effective		Effective					Developing					Ineffective			
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-86	85-71	70-56	55-54	53-51	50-49	48-47	46-45	44-43	42-40	39-36	35-33	32-26	25-19	18-10	9-1

****Utilizes the SGP from STAR Reading Enterprise and STAR MATH Enterprise**

3.13

Hamilton-Fulton-Montgomery BOCES

LOCAL HEDI for Principals and all Teachers NOT using STAR for 2012-13 School Year

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
100-98	97-94	93-90	89-87	86-84	83-80	79-77	76-73	72-69	68-65	64-60	59-55	54-52	51-50	49-48	47-46	45-44	43-41	40-28	27-14	13-0

3.13

Hamilton-Fulton-Montgomery BOCES

LOCAL HEDI for Principals and ELA and MATH Teachers for 2012-13 School Year

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
99-86	85-71	70-56	55-54	53-51	50-49	48-47	46-45	44-43	42-41	40-38	37-35	34-32	31-30	29-27	26-24	23-21	20-19	18-14	13-7	6-1

****Utilizes the SGP from STAR Reading Enterprise and STAR MATH Enterprise**

9.7

Hamilton-Fulton-Montgomery BOCES – Principals Other Measures (60 points)

Based on its inclusion of the SED-approved list of rubrics, the Multidimensional Principal Performance Rubric will be used to evaluate principals/administrators. Each domain of the rubric reflects the six ISLLC standards – the domains are weighted as follows:

	<u>Highly Effective</u>	<u>Effective</u>	<u>Developing</u>	<u>Ineffective</u>
Domain 1 – 5 points	5	4	3	0-2
Domain 2 – 15 points	15	12-14	7-11	0-6
Domain 3 – 10 points	10	8-9	6-7	0-5
Domain 4 – 10 points	10	8-9	6-7	0-5
Domain 5 – 10 points	10	8-9	6-7	0-5
Domain 6 – 10 points	10	8-9	6-7	0-5

HFM BOCES - Principal Improvement Plan (remediation target)

A remediation target should be identified for each standard or significant performance indicator identified and supported with evidence as not meeting standard by the superintendent or designee. A separate target should be written for each performance indicator. The number of targets should be limited to no more than five (5). The timelines should be completed within the next 12-month evaluation cycle.

Remediation Target Number _____ Date Target Developed _____

Performance Indicator to be Remediated	Remediation Target (w/measurable outcomes)	Action Steps/Timeline	Evidence of Progress	Summary Rating Meets/Does not Meet
Superintendent/Designee Comments:				
Principal Comments:				

Signatures

Superintendent/Designee/Date _____ Principal/Date _____

- 5) Sample Indicators of Success – The teachers, administrator(s) and union representative will mutually agree upon tangible or visible indicators of success (linked to the Danielson 2011 Framework for Teaching rubric).

- 6) Specific Timeline – The teacher, administrator(s) and union representative will discuss and develop a time line for improvement. The timeline will include dates for follow-up observations, as well as benchmark dates for progress. The teacher will present documentation and evidence of improvement in the designated area(s) at this time. Additional observations/meetings will take place as needed.

- 7) Number of Observations – The teacher, administrator(s) and union representative will discuss and determine the number of formal (announced) and informal (unannounced) observations to be conducted during the TIP’s time line.

The Teacher Improvement Plan and all records of subsequent observations and meetings will become part of the teacher’s record. The teacher should maintain copies of all documentation.

Teacher Signature: _____	Date: _____
Supervision Administrator Signature: _____	Date: _____
Division Administrator Signature: _____	Date: _____
Teacher Association Rep. Signature: _____	Date: _____

Signature does not imply agreement, but acknowledges review and receipt of the plan. Written comments may be attached.

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)

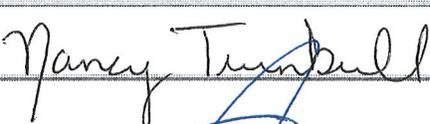
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

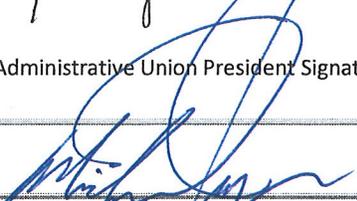
Superintendent Signature: Date:

 3/1/13

Teachers Union President Signature: Date:

 3/1/13

Administrative Union President Signature: Date:

 03/01/13

Board of Education President Signature: Date:

 3/1/13