



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION  
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

September 25, 2012

Robert C. D'Angelo, Superintendent  
Holley Central School District  
3800 North Main Street  
Holley, NY 14470

Dear Superintendent D'Angelo:

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

c: Jo Anne Antonacci

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

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

# Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 16, 2012

Updated Wednesday, September 19, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number :

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

450704040000

#### 1.2) School District Name:

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

Holley Central School District

#### 1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

#### 1.4) Award Classification

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

(No response)

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Monday, June 04, 2012

Updated Tuesday, September 18, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Monroe 2- Orleans BOCES Kindergarten Regional ELA Assessment
1	District, regional, or BOCES-developed assessment	Monroe 2- Orleans BOCES Grade 1 Regional ELA Assessment
2	District, regional, or BOCES-developed assessment	Monroe 2- Orleans BOCES Grade 2 Regional ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI scores will be assigned based on the percentatge of the teacher's students achieving performance targets. See table at 2.11 below. The New York State Learning Objective Template will be used to assign growth goals and expectations to category designations.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. 90-100% of the teacher's students will meet/exceed their individual growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 75-89% of the teacher's students will meet/exceed their individual growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-74% of the teacher's students will meet/exceed their individual growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student academic growth. 0-49% of the teacher's students will meet/exceed their individual growth target.

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Monroe 2- Orleans BOCES Kindergarten Regional Math Assessment
1	District, regional, or BOCES-developed assessment	Monroe 2- Orleans BOCES Grade 1 Regional Math Assesment
2	District, regional, or BOCES-developed assessment	Monroe 2- Orleans BOCES Grade 2 Regional Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI scores will be assigned based on the percentatge of the teacher's students achieving performance targets. See table at 2.11 below. The New York State Learning Objective Template will be used to assign growth goals and expectations to category designations.
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Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 75-89% of the teacher's students will meet/exceed their individual growth target.
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student academic growth. 0-49% of the teacher's students will meet/exceed their individual growth target.

## 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	Monroe 2- Orleans BOCES Grade 6 Regional Science Assessment
7	District, regional or BOCES-developed assessment	Monroe 2- Orleans BOCES Grade 7 Regional Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI scores will be assigned based on the percentatge of the teacher's students achieving performance targets. See table at 2.11 below. The New York State Learning Objective Template will be used to assign growth goals and expectations to category designations.
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Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 75-89% of the teacher's students will meet/exceed their individual growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-74% of the teacher's students will meet/exceed their individual growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student academic growth. 0-49% of the teacher's students will meet/exceed their individual growth target.

## 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	Monroe 2- Orleans BOCES Grade 6 Regional Social Studies Assessment
7	District, regional or BOCES-developed assessment	Monroe 2- Orleans BOCES Grade 7 Regional Social Studies Assessment
8	District, regional or BOCES-developed assessment	Monroe 2- Orleans BOCES Grade 8 Regional 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.	HEDI scores will be assigned based on the percentage of the teacher's students achieving performance targets. See table at 2.11 below. The New York State Learning Objective Template will be used to assign growth goals and expectations to category designations.
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Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 75-89% of the teacher's students will meet/exceed their individual growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-74% of the teacher's students will meet/exceed their individual growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. 0-49% of the teacher's students will meet/exceed their individual growth target.

## 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	Monroe 2- Orleans BOCES Global 1 Regional Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI scores will be assigned based on the percentage of the teacher's students achieving performance targets. See table at 2.11 below. The New York State Learning Objective Template will be used to assign growth goals and expectations to category designations.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. 90-100% of the teacher's students will meet/exceed their individual growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 75-89% of the teacher's students will meet/exceed their individual growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-74% of the teacher's students will meet/exceed their individual growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. 0-49% of the teacher's students will meet/exceed their individual growth target.

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	HEDI scores will be assigned based on the percentage of the teacher's students achieving performance targets. See table at
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	2.11 below. The New York State Learning Objective Template will be used to assign growth goals and expectations to category designations.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. 90-100% of the teacher's students will meet/exceed their individual growth target.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. 0-49% of the teacher's students will meet/exceed their individual growth target.

## 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.	HEDI scores will be assigned based on the percentatge of the teacher's students achieving performance targets. See table at 2.11 below. The New York State Learning Objective Template will be used to assign growth goals and expectations to category designations.
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Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 75-89% of the teacher's students will meet/exceed their individual growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-74% of the

teacher's students will meet/exceed their individual growth target.

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

The work of the teacher does not result in acceptable student academic growth. 0-49% of the teacher's students will meet/exceed their individual growth target.

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Monroe 2- Orleans BOCES Grade 9 Regional ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Monroe 2- Orleans BOCES Grade 10 regioanl ELA assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive ELA Regents Exam

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

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

HEDI scores will be assigned based on the percentatge of the teacher's students achieving performance targets. See table at 2.11 below. The New York State Learning Objective Template will be used to assign growth goals and expectations to category designations.

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

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

The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 75-89% of the teacher's students will meet/exceed their individual growth target.

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

The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-74% of the teacher's students will meet/exceed their individual growth target.

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

The work of the teacher does not result in acceptable student academic growth. 0-49% of the teacher's students will meet/exceed their individual growth target.

## 2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of

teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
Studio Art	District, Regional or BOCES-developed	Monroe 2- Orleans BOCES Studio Art Regional Assessment
Drawing and Painting	District, Regional or BOCES-developed	Monroe 2- Orleans BOCES Drawing and Painting Regional assessment
Ceramics	District, Regional or BOCES-developed	Monroe 2- Orleans BOCES Ceramics regional assessment
Art 8	District, Regional or BOCES-developed	Monroe 2- Orleans BOCES Grade 8 Art regional assessment
College English	District, Regional or BOCES-developed	Monroe 2- Orleans BOCES College English regional assessment
Sports medicine	District, Regional or BOCES-developed	Monroe 2- Orleans BOCES Sports medicine regional assessment
Family Aand Consumer Science	District, Regional or BOCES-developed	Monroe 2- Orleans BOCES Family And Cconsumer Science Grade 7 regional assessment
College pre-calculus	District, Regional or BOCES-developed	Monroe 2- Orleans BOCES college pre-calculus regional assessment
College Calculus	District, Regional or BOCES-developed	Monroe 2- Orleans BOCES COLlege Calculus regional assessment
Intermediate Geometry	District, Regional or BOCES-developed	Monroe 2- Orleans BOCES intermediate geometry regional assessment
practical math	District, Regional or BOCES-developed	Monroe 2- Orleans BOCES practical math regional assessment
Concert Band	District, Regional or BOCES-developed	Monroe 2- Orleans BOCES Concert Band regional assessment
Concert Choir	District, Regional or BOCES-developed	Monroe 2- Orleans BOCES Concert Choir regional assessment
Middle School Band	District, Regional or BOCES-developed	Monroe 2- Orleans BOCES Grade 7-8 MS Band regional Assessment
Middle School Chorus	District, Regional or BOCES-developed	Monroe 2- Orleans BOCES Grade 7-8 MS Chorus regional assessment
Microsoft Office	District, Regional or BOCES-developed	Monroe 2- Orleans BOCES MS Office regional assessment
Web Page Design	District, Regional or BOCES-developed	Monroe 2- Orleans BOCES Web Page Design regional assessment
Video Game design	District, Regional or BOCES-developed	Monroe 2- Orleans BOCES Video game design regional assessment
Accounting	District, Regional or BOCES-developed	Monroe 2- Orleans BOCES Accounting regional assessment
Middle School Physical Education	District, Regional or BOCES-developed	Monroe 2- Orleans BOCES Grades 7-8 MS Physical Education Regional Assessment

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

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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in extraordinary student academic growth beyond expectations during the school year. 90-100% of the teacher's students will meet/exceed their individual growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 75-89% of the teacher's students will meet/exceed their individual growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-74% of the teacher's students will meet/exceed their individual growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. 0-49% of the teacher's students will meet/exceed their individual growth target.

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

[assets/survey-uploads/5364/138614-avH4IQNZMh/HolleyForm2\\_10\\_AllOtherCourses.doc](#)

## 2.11) HEDI Tables or Graphics

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

[assets/survey-uploads/5364/138614-TXEttx9bQW/State growth point conversion chart.docx](#)

## 2.12) Locally Developed Controls

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

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

*No adjustments, controls, or other special considerations will be used.*

## 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	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 Monday, June 04, 2012

Updated Thursday, September 20, 2012

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#### Page 1

#### Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
5	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years

6	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
7	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
8	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years

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.	(No response)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(14-15) Passing percentage between 90-100%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(8-13) Passing Percentage between 80-89%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(3-7) Passing percentage between 62-79%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(0-2) Passing percentage between 0-61%

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
5	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
6	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
7	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years

8	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
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For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	(No response)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(14-15) Passing percentage rate between 90-100%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(8-13) Passing percentage rate between 80-89%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(3-7) Passing percentage rate between 62-79%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(0-2) Passing percentage rate between 0-61%

### 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/5139/138615-rhJdBgDruP/Local Measure conversion chart 12.13 VAM.docx*

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school

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

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

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
1	6(ii) School-wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
2	6(ii) School-wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years

3	6(ii) School-wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
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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.	(No response)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(18-20) Passing percentage rate between 90-100%
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(9-17) Passing percentage rate between 80-89%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(3-8) Passing percentage rate between 62-79%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(0-2) Passing percentage rate between 0-61%

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
1	6(ii) School-wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
2	6(ii) School-wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
3	6(ii) School-wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years

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.	(No response)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(18-20) Passing percentage rate between 90-100%
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(9-17) Passing percentage rate between 80-89%
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	(3-8) Passing percentage rate between 62-79%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(0-2) Passing percentage rate between 0-61%

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
7	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
8	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years

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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(18-20) Passing percentage rate between 90-100%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(9-17) Passing percentage rate between 80-89%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(3-8) Passing percentage rate between 62-79%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(0-2) Passing percentage rate between 0-61%

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
7	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
8	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years

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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(18-20) Passing percentage rate between 90-100%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(9-17) Passing percentage rate between 80-89%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(3-8) Passing percentage rate between 62-79%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(0-2) Passing percentage rate between 0-61%

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years

Global 2	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
American History	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years

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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(18-20) Passing percentage rate between 90-100%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(9-17) Passing percentage rate between 80-89%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(3-8) Passing percentage rate between 62-79%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(0-2) Passing percentage rate between 0-61%

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
Earth Science	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
Chemistry	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years

Physics	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
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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.	(No response)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(18-20) Passing percentage rate between 90-100%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(9-17) Passing percentage rate between 80-89%
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(3-8) Passing percentage rate between 62-79%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(0-2) Passing percentage rate between 0-61%

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
Geometry	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
Algebra 2	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years

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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(18-20) Passing percentage rate between 90-100%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(9-17) Passing percentage rate between 80-89%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(3-8) Passing percentage rate between 62-79%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(0-2) Passing percentage rate between 0-61%

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
Grade 10 ELA	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years
Grade 11 ELA	6(ii) School wide measure computed locally	Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years

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.*



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

(0-2) Passing percentage rate between 0-61%

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/5139/138615-y92vNseFa4/Local Measure conversion chart 12.13 VAM.docx*

### 3.14) Locally Developed Controls

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

*No adjustments, controls or other special considerations will be used.*

### 3.15) Teachers with More Than One Locally Selected Measure

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

*Not applicable*

### 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
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## 4. Other Measures of Effectiveness (Teachers)

Created Monday, June 04, 2012

Updated Wednesday, August 15, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*NYSUT Teacher Practice Rubric*

*Not Applicable*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	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	29

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

*A running record will be used to record evidence collection through announced and unannounced observations and evidence and artifact review. The running record will be used to calculate the "other measures" 60 points of the composite score.*

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

*assets/survey-uploads/5091/138555-eka9yMJ855/Holley CSD Rubric Score to a HEDI Score Conversion Chart.docx*

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	See attached scoring conversion scale.
Effective: Overall performance and results meet NYS Teaching Standards.	See attached scoring conversion scale.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See attached scoring conversion scale.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See attached scoring conversion scale.

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Monday, June 04, 2012

Updated Wednesday, August 15, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness (60 points)**

**Overall Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness  
(60 points)**

**Overall  
Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Monday, June 04, 2012

Updated Thursday, September 20, 2012

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/138633-Df0w3Xx5v6/Holley APPENDIX A - TIP.docx](#)

### 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:

#### ***TIME FRAME FOR FILING APPEAL***

*Appeals of an annual professional performance review must be submitted in writing to the Superintendent no later than five (5) school days after receipt by the teacher of the composite score. Upon receipt of the appeal, the Superintendent, or designee, shall notify the President of the Association.*

*When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her*

performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

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. The District's failure to adhere to the timeframes shall result in the appeal being sustained.

#### **TIMEFRAME FOR DISTRICT RESPONSE**

Within ten (10) school days of receipt of an appeal, the TTE who issued the performance review must submit a detailed written response to the appeal to the Committee. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. The committee shall provide the unit member and TTE with the opportunity to meet with the committee within five (5) school days of the date the teacher's request was received (or such convenient time as determined by the Committee). Any such information that is not submitted in the meeting or in the written responses shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response. In no event shall the appeals process take more than 45 calendar days.

### **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.

Lead evaluators will be trained by Monroe 2-Orleans BOCES on the required assurances. The training takes place over five, six-hour sessions for a total of 30 contact hours. The focus of the training will be on evidence-based observations and the development of a deep understanding of the New York State Teaching Standards and the New York State approved APPR rubric. The trainings also focus on inter-rater reliability. Once administrators have gone through the initial training, the district lead evaluators will focus on developing inter-rater agreement by watching teaching observation videos and aligning evidence to the district APPR approved rubric. Inter-rater reliability was practiced during the training and evaluators will continue to conduct simultaneous observations throughout the school year. This will ensure continued inter-rater reliability. Monroe2-Orleans BOCES will assist with the trainings throughout the school year.

The initial certification and recertification training includes the following components:

1. NYS teaching standards and 2008 leadership standards
2. Evidence based observation techniques
3. Application and use of the student growth and value added growth model
4. Application and use of State approved teacher/principal rubrics
5. Application and use of any assessment tools for intended use (ie. portfolios, surveys, goals)
6. Application and use of any State approved locally development measure of students' achievement.
7. The use of the State wide instructional reporting system
8. The scoring methodology used by the departments and the district
9. Specific considerations in evaluating teachers and principals of ELLs, and SWDs.

Recertification will occur through Monroe2-Orleans BOCES as required by Commissioner's Regulations.

### **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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, July 31, 2012

Updated Wednesday, September 19, 2012

## Page 1

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

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

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

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

PK-6
7-12
(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth   Assure that the value-added growth score 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

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.	Not Applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable

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

*(No response)*

## 7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future,

any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

*No special considerations will be used in determining growth measures*

## 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	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 Tuesday, July 31, 2012

Updated Thursday, September 20, 2012

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## 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
Pre-K-6	(b) results for students in specific performance levels	Growth or achievement for students in ELA and MATH grades 4-6 starting at levels 1 and 2 on state ELA, Math and Science assessments
7-12	(b) results for students in specific performance levels	Growth or achievement for students in ELA, Math and Science grades 7-8 starting at levels 1 and 2; and Regents exams (Integrated Algebra and Comprehensive English) for grades 9-12 starting at less than 75%

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	14-15 points will be assigned if the overall composite score is 90-100%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8-13 points will be assigned if the overall composite score is 75-89%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-7 points will be assigned if the overall composite score is 65-74%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned if the overall composite score is 0-64%

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/5366/157134-qBFVOWF7fC/Local Measure conversion chart 12.13 VAM Principal.docx*

## 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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)

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

*(No response)*

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

*(No response)*

### 8.3) Locally Developed Controls

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

controls or adjustments.

*No adjustments, controls or other considerations will be used.*

## 8.4) Principals with More Than One Locally Selected Measure

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

*Not Applicable*

## 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, July 31, 2012

Updated Wednesday, August 15, 2012

## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	59
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	1
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals   Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
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).	Checked

### 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	Checked
9.4) Sources of Evidence (if applicable)   Review of school documents, records, and/or State accountability processes (all count as one source)	Checked

### 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:

- Checked

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

(No response)

(No response)

(No response)

### 9.6) Assurances

Please check all of the boxes below:

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

## 9.7) Process for Assigning Points and Determining HEDI Ratings

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

*The Superintendent or Assistant Superintendent of Business will complete the Principal Annual Professional Performance Review Scoring Comment Sheet for the LCI Multidimensional Rubric , assigning a score in each of the 6 domains and in goal setting.*

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/5143/157152-pMADJ4gk6R/Principal APPR scoring comment sheet.docx*

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

Highly Effective: Overall performance and results exceed standards.	58-59 Principals will receive a score of 58-59 points on the scoring comment sheet for the LCI Multidimensional rubric which indicates performance and results exceeding standards.
Effective: Overall performance and results meet standards.	56-57 Principals will receive a score of 56-57 points on the scoring comment sheet for the LCI Multidimensional rubric which indicates performance and results meet standards.
Developing: Overall performance and results need improvement in order to meet standards.	54-55 Principals will receive a score of 54-55 points on the scoring comment sheet for the LCI Multidimensional rubric which indicates performance and results need improvement to meet standards.
Ineffective: Overall performance and results do not meet standards.	0-53 Principals will receive a score of 0-53 points on the scoring comment sheet for the LCI Multidimensional rubric which indicates performance and results do not meet standards.

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

### **Tenured Principals**

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

# 10. Composite Scoring (Principals)

Created Tuesday, July 31, 2012

Updated Wednesday, August 15, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

##### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness  
(60 points)**

**Overall  
Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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 Tuesday, July 31, 2012

Updated Thursday, September 20, 2012

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/157162-Df0w3Xx5v6/Principal Improvement Plan form.docx](assets/survey-uploads/5276/157162-Df0w3Xx5v6/Principal%20Improvement%20Plan%20form.docx)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *TIME FRAME FOR FILING THE APPEAL*

*All appeals must be filed in writing no later than 20 calendar days after the date on which the principal receives his/her final and complete annual professional performance review. The act of mailing the appeal shall constitute filing.*

*If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within 15 business days of issuance of such plan.*

*The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. Receipt shall mean personal receipt of a final and full APPR document. An extension of the time in which to appeal the final APPR document or the principal improvement plan may be granted by the Superintendent of Schools upon written request, which shall not be unreasonably withheld.*

*When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review or the issuance and/or implementation of the terms of his or her improvement plan. Any additional documents or materials relevant to the appeal must be provided by the school district upon request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.*

#### *TIME FRAME FOR SCHOOL DISTRICT RESPONSE*

*Within 20 calendar days of receipt of an appeal, the school district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the school district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the school district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district and all additional information submitted with the response at the same time the school district files its response.*

*In no event shall the appeals process take more than 45 calendar days.*

### 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 administrators who evaluate principals spent 3 days in training by the assistant superintendent for Monroe 2 BOCES for initial certification. The training consisted of 18 contact hours between trainers and administrators and included alignment to the 9 assurance areas as outlined in the NYS APPR regulation. Additional trainings will be offered throughout the school year specific to the locally negotiated rubric (Multi-dimensional). Monroe2-Orleans BOCES will provide evidence sources aligned to the rubric. Those evidence sources will be reviewed throughout the school year for alignment to the assurances.*

*The assurances include the following:*

- 1. NYS teaching standards and 2008 leadership standards*
- 2. Evidence based observation techniques*
- 3. Application and use of the student growth and value added growth model*
- 4. Application and use of State approved teacher/principal rubrics*
- 5. Application and use of any assessment tools for intended use (ie. portfolios, surveys, goals)*
- 6. Application and use of any State approved locally development measure of students' achievement.*
- 7. The use of the State wide instructional reporting system*
- 8. The scoring methodology used by the departments and the district*
- 9. Specific considerations in evaluating teachers and principals of ELLs, and SWDs.*

*The trainings also focus on inter-rater reliability. Once administrators have gone through the initial training, the district lead evaluators will focus on developing inter-rater agreement by watching teaching observation videos and aligning evidence to the district APPR approved rubric. Inter-rater reliability was practiced during the training and evaluators will continue to conduct simultaneous observations throughout the school year. This will ensure continued inter-rater reliability. Monroe2-Orleans BOCES will assist with the trainings throughout the school year.*

*Re-certification will be provided by Monroe 2 BOCES as required by Commissioner's Regulation. The re-certification training will be made available during the school year by Monroe2-Orleans BOCES.*

### 11.5) Assurances -- Evaluators

Please check the boxes below:

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• Checked

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(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

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• Checked

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## 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	Checked
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, July 31, 2012

Updated Thursday, September 20, 2012

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### 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/5581/157130-3Uqgn5g9Iu/Signature page - 9.20.12.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.

The follow conversion chart will be used to convert a Rubric Score to a Composite Score. All numbers will be rounded down.

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

1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
<b>Effective 57-58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Holley Central School District

Locally Selected Measures of Student Achievement or Growth

Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years. All K-12 teachers will be evaluated using the 2009 9<sup>th</sup> grade cohort for the 2012-2013 school year achievement measure.

HEDI Rating (Non-Value Added)

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	88	87	86	85	84	83	82	81-80	79-76	75-73	72-70	69-67	66-64	63-62	61	60	59-0

Value Added Model

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-90	89-88	87-86	85-84	83	82	81-80	79-76	75-71	70-68	67-65	64-62	61	60	59-0

Holley Central School District

Locally Selected Measures of Student Achievement or Growth

Percentage of students passing the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or Earth Science and Integrated Algebra) in four years. All K-12 teachers will be evaluated using the 2009 9<sup>th</sup> grade cohort for the 2012-2013 school year achievement measure.

HEDI Rating (Non-Value Added)

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	88	87	86	85	84	83	82	81-80	79-76	75-73	72-70	69-67	66-64	63-62	61	60	59-0

Value Added Model

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-90	89-88	87-86	85-84	83	82	81-80	79-76	75-71	70-68	67-65	64-62	61	60	59-0

**Form 2.10) All Other Courses**

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

	<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
	HS Physical Education	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	HS PE Regional Assessment
	Spanish 8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Spanish 8 Regional Assessment
	Spanish 2	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Spanish 2 Regional assessment
	Spanish 3	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed	Spanish 3 Regional assessment
	Technology	District, Regional or BOCES-developed	Technology regional assessment

Elementary Art	District, Regional or BOCES-developed	Elementary Art Regional Assessment
Elementary PE	District, Regional or BOCES-developed	Elementary PE Regional Assessment
Elementary Music	District, Regional or BOCES-developed	Elementary Music Regional Assessment
Elementary Band	District, Regional or BOCES-developed	Elementary Band regional assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.	
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in extraordinary student academic growth beyond expectations during the school year.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable, and appropriate student academic growth.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that does not meet the established standard.
Ineffective (0 - 2 points) Results are well-below District goals for similar	The work of the teacher does not result in acceptable student academic growth.

students.	
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## Teacher Improvement Plan (TIP) Process

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher, TTE and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

The TIP is used exclusively for those teachers whose **annual teacher evaluation composite score** is rated "developing" or "ineffective". The final evaluation must be based on at least one announced and one unannounced observation completed by the TTE during the current school year. The final evaluation includes evidence from all seven standards and encompasses the evaluation of the Other Structured Review (e.g. Professional Portfolio etc.).

A TIP is completed collegially between the teacher whose rating is "developing" or "ineffective" and, TTE preferably the principal. They set professional goals to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties.

The TIP should be developed any time after the final evaluation has been completed, but no later than the tenth (10<sup>th</sup>) school day of the new school year. The TIP should be structured around each of the seven standards. TIP goals/activities should be structured so that no more than four-five at a time are addressed. The following should be included on the TIP:

- A timeframe for accomplishment
- Success measures
- Clear support from the administrator/designee
- Date of future meetings

All participants in the TIP meeting should be listed on the TIP. Periodic follow-up sessions should be conducted to assess the teacher's progress.

The process includes the following steps and procedures:

a. Intent

In those cases where the need for performance improvement has been identified through the regular teacher appraisal process, a TIP will be used a part of an observation plan designed to address performance concerns. It is understood that the immediate supervisor has reviewed with the teacher the documentation or previous efforts made to assist in improving the teacher's performance. If the district is considering a 30200-a proceeding for a tenured teacher based on unsatisfactory classroom performance, the procedures this Article shall have been followed. Nothing herein shall prevent the district from filing disciplinary charges under a 3020-a for reasons other than classroom performance. Once 3020-a procedures have commenced the teacher may, within ten (10) calendar days, file a written election to proceed to Arbitration under this Agreement rather than the provisions of a 3020-a.

b. Procedure

The TTE will have a conference with the teacher to review the appropriate documentation of the teacher's pedagogical performance and previous efforts made by the teacher and TTE to improve the teacher's performance. At this conference, the teacher shall be entitled to have a designee from the Association present.

Based on discussion, a Teacher Improvement Plan will be formulated collaboratively by the teacher and the TTE with specific recommendations identifying the specific pedagogical deficiency required for acceptable performance, and a timetable and method for evaluating the teacher's performance. The District shall provide the resources and services as appropriate to implement the plan design.

With prior notification to the teacher, the assigned certified administrator shall observe the teacher at least twice during the period of the plan. One observation shall be conducted early in the plan period and one observation shall be conducted near the conclusion of the period. There shall be sufficient time between each observation to allow the teacher reasonable opportunity to address the identified specific pedagogical deficiency.

If, after additional observations, the instructional performance of the teacher continues to be unsatisfactory, the assigned certified administrator shall schedule a meeting with the teacher and a designee from the Association to review the teacher's progress. This meeting shall be scheduled prior to any action taken by the Superintendent.

No provision of this process shall limit the rights of an individual under applicable state and federal laws, or other provisions of this contract, nor limit the powers of the Superintendent or the Board of Education.

## APPENDIX A

<b>TEACHER IMPROVEMENT PLAN (TIP)</b>
---------------------------------------

**STATUS**

- 1<sup>st</sup> Year Probationer   
  2<sup>nd</sup> Year Probationer   
  3<sup>rd</sup> Year Probationer  
 Tenured  
 Other \_\_\_\_\_

**DATE FINAL EVALUATION CONDUCTED:**

\_\_\_\_\_

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Teacher: \_\_\_\_\_ Tenure Area: \_\_\_\_\_ Observation Dates: \_\_\_\_\_

Observer: \_\_\_\_\_ Position: \_\_\_\_\_

**Participants:** \_\_\_\_\_

Place a check mark in the box next to any standard below that is rated as Developing or Ineffective.

- Knowledge of Students and Student Learning   
  Knowledge of Content and Instructional Planning   
  Instructional Practice  
 Learning Environment   
  Assessment for Student Learning   
  Professional Responsibilities and Collaboration  
 Professional Growth

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the teacher's improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Goals to address area(s) checked off above.	Activities to support improvement	How will the improvement be assessed?	Expected Date of Completion
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Signed \_\_\_\_\_  
Teacher Date

Signed \_\_\_\_\_  
TTE Date

Holley Central School District

Principal

Locally Selected Measures of Student Achievement or Growth

Percentage of students starting at level 1 or level 2 on the Grades 4-6 ELA, Math and Science exams, or starting at level 1 or level 2 on the grades 7-8 ELA, Math and Science and scoring less than 75% on the 9-12 Comprehensive English and Integrated Algebra Regents exams, who exhibit measured growth.

Value Added Model

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-90	89-85	84-81	80-79	78-77	76	75	74-73	72-71	70-69	68-67	66-65	64-63	62-61	60-0

**HOLLEY CENTRAL SCHOOL DISTRICT  
APPENDIX A**

**PRINCIPAL ANNUAL PROFESSIONAL PERFORMANCE REVIEW  
SCORING COMMENT SHEET**

PRINCIPAL \_\_\_\_\_

SCHOOL YEAR \_\_\_\_\_ DATE \_\_\_\_\_

The district shall utilize the LCI Multidimensional rubric for principal evaluation that references the ISLLAC 2008 Standards using the following record sheet to document and share evidence/comments from building visitations, principal portfolio, and goal achievement evidence.

**Standard One: An education leader promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all stakeholders.**

Subcomponent 1A. Collaboratively develop and implement a shared vision and mission. (2 pts) Evidence/Comments:

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Subcomponent 1B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning. (2 pts) Evidence/Comments:

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Subcomponent 1C. Create and implement plans to achieve goals. (2 pts) Evidence/Comments:

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Subcomponent 1D. Promote continuous and sustainable improvement.  
(2 pts) Evidence/Comments:

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Subcomponent 1E. Monitor and evaluate progress and revise.  
(2 pts) Evidence/Comments:

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Total \_\_\_\_\_ /10 pts

**Standard Two: An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Subcomponent 2A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations. (2 pts) Evidence/Comments:

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Subcomponent 2B. Create a comprehensive, rigorous, and coherent curricular program based on district curriculum. (2 pts) Evidence/Comments:

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Subcomponent 2C. Promote the use of the most effective and appropriate technologies to support teaching and learning. (2 pts) Evidence/Comments:

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Subcomponent 2D. Supervise instruction. (2 pts) Evidence/Comments:

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Subcomponent 2E. Develop the instruction and leadership capacity of staff. (2 pts) Evidence/Comments:

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Subcomponent 2F. Develop the instructional and leadership capacity of staff. (2 pts) Evidence/Comments:

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Subcomponent 2G. Maximize time spent on quality instruction. (2 pts) Evidence/Comments:

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Subcomponent 2H. Promote the use of the most effective and appropriate technologies to support teaching and learning. (2 pts) Evidence/Comments:

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Subcomponent 2I. Monitor and evaluate the impact of the instructional program. (2 pts) Evidence/Comments:

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Total ----- /18 pts

**Standard Three: An educational leader promotes the success of every student by ensuring management of organization, operations, and resources for a safe, efficient and effective learning environment.**

Subcomponent 3A. Monitor and evaluate the management and operational systems. (2pts) Evidence/Comments:

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Subcomponent 3B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources. (2 pts) Evidence/Comments:

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Subcomponent 3C. Promote and protect the welfare and safety of students and staff.  
(2 pts) Evidence/Comments:

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Subcomponent 3D. Develop the capacity for distributed leadership.  
(2 pts) Evidence/Comments:

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Subcomponent 3E. Ensure teacher and organizational time is focused to support  
quality instruction and student learning. (2 pts) Evidence/Comments:

**Total \_\_\_\_\_ /10 pts**

**Standard Four: An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Subcomponent 4A. Collect and analyze data and information pertinent to the  
educational environment. (2 pts) Evidence/Comments:

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Subcomponent 4B. Promote understanding, appreciation, and use of the community's  
diverse, cultural, social, resources. (2 pts) Evidence/Comments:

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Subcomponent 4C. Build and sustain positive relationships with families and caregivers. (2 pts) Evidence/Comments:

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Subcomponent 4D. Build and sustain productive relationships with community partners. (2 pts) Evidence/Comments:

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Total \_\_\_\_\_ /8 pts

**Standard Five: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.**

Subcomponent 5A. Ensure a system of accountability for every student's academic and social success. (2 pts) Evidence/Comments:

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Subcomponent 5B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior. (2 pts) Evidence/Comments:

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Subcomponent 5C. Safeguard the values of democracy, equity, and diversity. (2pts)  
Evidence/Comments:

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Subcomponent 5D. Consider and evaluate the potential moral and legal consequences of decision-making. (2 pts) Evidence/Comments:

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Subcomponent 5E. Promote social justice and ensure that individual student needs inform all aspects of schooling. (2 pts) Evidence/Comments:

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**Total ----- /10 pts**

**Standard Six: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.**

Subcomponent 6A. Advocate for children, families, and caregivers.  
(2 pt) Evidence/Comments:

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Subcomponent 6B. Access, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies. (2 pt) Evidence/Comments:

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**Total** \_\_\_\_\_ /3 pts  
**Grand Total** \_\_\_\_\_ /59pts

# Principal Improvement Plan

Name of Principal \_\_\_\_\_

School Building \_\_\_\_\_ Academic Year \_\_\_\_\_

Deficiency that promulgated the "ineffective" or "developing" performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for Completion:

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

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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

Staff signature \_\_\_\_\_ Date \_\_\_\_\_

Superintendent signature \_\_\_\_\_ Date \_\_\_\_\_

Plan was successful \_\_\_\_\_

Plan was unsuccessful \_\_\_\_\_

Comments:

**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.

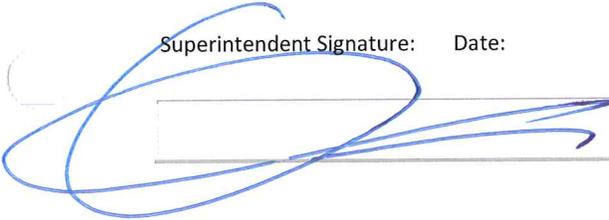
**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

- 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)

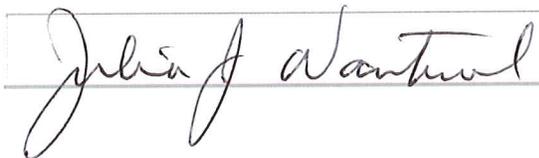
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

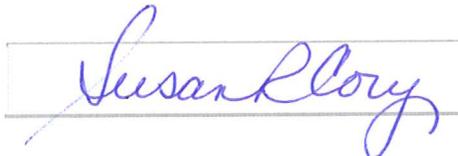
Superintendent Signature:      Date:

 9/19/12

Teachers Union President Signature:      Date:

 9/19/12

Administrative Union President Signature:      Date:

 9-19-12

Board of Education President Signature:      Date:

 9/19/12