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

Commissioner of Education
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April 28, 2014

Revised

Jack Boak, Superintendent
Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES
20104 State Route 3
Watertown, NY 13601

Dear Superintendent Boak:

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. 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

NOTE:
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

Created Tuesday, April 30, 2013
Updated Tuesday, February 11, 2014

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also 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 : 229000000000

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

229000000000

1.2) School District Name: JEFFER-LEWIS-HAMIL-HERK-ONEIDA BOCES

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

JEFFER-LEWIS-HAMIL-HERK-ONEIDA BOCES

1.3) Assurances

Please check all of the boxes below:

1.3) 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
1.3) 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

1.3) 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

1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Wednesday, April 23, 2014

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STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects, 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.	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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 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	JLHHO BOCES Regionally Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	JLHHO BOCES Regionally Developed 1st Grade ELA Assessment
2	District, regional, or BOCES-developed assessment	JLHHO BOCES Regionally Developed 2nd Grade 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 measuring student growth on the assessments listed for this Task.

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.	Students in the courses listed above are given course specific pre-tests at the beginning of the school year to provide data for establishing a baseline. Using the baseline data, the teachers, in collaboration with their supervisor, develop SLOs setting individual post-test growth target scores for their students. For each student in grades K-2, the post-test score will be compared to that student's target score and assigned a score from 0 to 4 based on Chart A uploaded at 2.11. All students' Chart A scores of 0 to 4 will be added together and divided by the number of students in the class to attain a class average Chart A score. From the class average Chart A score, a Growth score of 0-20

	will be assigned to the teacher according to the HEDI Conversion Chart for Growth uploaded at 2.11. For students in grade 3, HEDI points will be allocated to the teacher based on the percentage of that teacher's students meeting or exceeding their individual growth targets. A Growth score of 0-20 will be assigned based on the HEDI Conversion Chart B uploaded at 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher's class average Chart A score is in the range of 3.58 to 4.00. For teachers using Chart B, 90-100% of students meet their individual growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher's class average Chart A score is in the range of 1.94 to 3.57. For teachers using Chart B, 70-89% of students meet their individual growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher's class average Chart A score is in the range of .65 to 1.93. For teachers using Chart B, 50-69% of students meet their individual growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher's class average Chart A score is in the range of 0 to .64. For teachers using Chart B, 0-49% of students meet 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	JLHHO BOCES Regionally Developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	JLHHO BOCES Regionally Developed 1st Grade Math Assessment
2	District, regional, or BOCES-developed assessment	JLHHO BOCES Regionally Developed 2nd Grade 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 measuring student growth on the assessments listed for this Task.

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.	Students in the courses listed above are given course specific pre-tests at the beginning of the school year to provide data for establishing a baseline. Using the baseline data, the teachers, in collaboration with their supervisor, develop SLOs setting individual post-test growth target scores for their students. For students in grades K-2, the post-test score will be compared to that student's target score and assigned a score from 0 to 4 based on Chart A uploaded at 2.11. All students' Chart A scores of 0 to 4 will be added together and divided by the number of students

	in the class to attain a class average Chart A score. From the class average Chart A score, a Growth score of 0-20 will be assigned to the teacher according to the HEDI Conversion Chart for Growth uploaded at 2.11. For students in grade 3, HEDI points will be allocated to the teacher based on the percentage of that teacher's students meeting or exceeding their individual growth targets. A Growth score of 0-20 will be assigned based on the HEDI Conversion Chart B uploaded at 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher's class average Chart A score is in the range of 3.58 to 4.00. For teachers using Chart B, 90-100% of students meet their individual growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher's class average Chart A score is in the range of 1.94 to 3.57. A teacher's class average Chart A score is in the range of 1.94 to 3.57. For teachers using Chart B, 70-89% of students meet their individual growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher's class average Chart A score is in the range of .65 to 1.93. For teachers using Chart B, 50-69% of students meet their individual growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher's class average Chart A score is in the range of 0 to .64. A teacher's class average Chart A score is in the range of 0 to .64. For teachers using Chart B, 0-49% of students meet 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	JLHHO BOCES Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	JLHHO BOCES Developed Grade 7 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 measuring student growth on the assessments listed for this Task.

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.	Grades 6-8 students enrolled in BOCES Campus-based Alternative and Special Education Classes are given course specific pre-tests at the beginning of the school year to provide data for establishing a baseline. Using the baseline data, the teachers, in collaboration with their supervisor, develop SLOs setting individual post-test growth target scores for their students. For students in grades 6 and 7, the post-test score will be compared to that student's target score and assigned a score from 0 to 4 based on Chart A uploaded at 2.11. All students'

	Chart A scores of 0 to 4 will be added together and divided by the number of students in the class to attain a class average Chart A score. From the class average Chart A score, a Growth score of 0-20 will be assigned to the teacher according to the HEDI Conversion Chart for Growth uploaded at 2.11. For students in grade 8, HEDI points will be allocated to the teacher based on the percentage of that teacher's students meeting or exceeding their individual growth targets. A Growth score of 0-20 will be assigned based on the HEDI Conversion Chart B uploaded at 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher's class average Chart A score is in the range of 3.58 to 4.00. For teachers using Chart B, 90-100% of students meet their individual growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher's class average Chart A score is in the range of 1.94 to 3.57. A teacher's class average Chart A score is in the range of 1.94 to 3.57. For teachers using Chart B, 70-89% of students meet their individual growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher's class average Chart A score is in the range of .65 to 1.93. For teachers using Chart B, 50-69% of students meet their individual growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher's class average Chart A score is in the range of 0 to .64. A teacher's class average Chart A score is in the range of 0 to .64. For teachers using Chart B, 0-49% of students meet 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	JLHHO BOCES Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	JLHHO BOCES Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	JLHHO BOCES Developed Grade 8 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 measuring student growth on the assessments listed for this Task.

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.	Grades 6-8 students enrolled in BOCES Campus-based Alternative and Special Education Classes are given course specific pre-tests at the beginning of the school year to provide data for establishing a baseline. Using the baseline data, the teachers, in collaboration with their supervisor, develop SLOs setting individual post-test growth target scores for their students. For each student, the post-test score will be compared to that student's target score and assigned a score from 0 to 4 based on Chart A uploaded at 2.11. All students' Chart A scores

	of 0 to 4 will be added together and divided by the number of students in the class to attain a class average Chart A score. From the class average Chart A score, a Growth score of 0-20 will be assigned to the teacher according to the HEDI Conversion Chart for Growth uploaded at 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's class average Chart A score is in the range of 3.58 to 4.00.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's class average Chart A score is in the range of 1.94 to 3.57.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's class average Chart A score is in the range of .65 to 1.93.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's class average Chart A score is in the range of 0 to .64.

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	JLHHO BOCES Developed Global 1 Assessment

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

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

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.	Students enrolled in BOCES Campus-based Alternative and Special Education Classes are given course specific pre-tests at the beginning of the school year to provide data for establishing a baseline. Using the baseline data, the teachers, in collaboration with their supervisor, develop SLOs setting individual post-test growth target scores for their students. For each student, the post-test score will be compared to that student's target score and assigned a score from 0 to 4 based on Chart A uploaded at 2.11. All students' Chart A scores of 0 to 4 will be added together and divided by the number of students in the class to attain a class average Chart A score. From the class average Chart A score, a Growth score of 0-20 will be assigned to the teacher according to the HEDI Conversion Chart for Growth uploaded at 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's class average Chart A score is in the range of 3.58 to 4.00.

Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's class average Chart A score is in the range of 1.94 to 3.57.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's class average Chart A score is in the range of .65 to 1.93.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's class average Chart A score is in the range of 0 to .64.

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	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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

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.	Students enrolled in BOCES Campus-based Alternative and Special Education Classes are given course specific pre-tests at the beginning of the school year to provide data for establishing a baseline. Using the baseline data, the teachers, in collaboration with their supervisor, develop SLOs setting individual post-test growth target scores for their students. For each student, the post-test score will be compared to that student's target score and assigned a score from 0 to 4 based on Chart A uploaded at 2.11. All students' Chart A scores of 0 to 4 will be added together and divided by the number of students in the class to attain a class average Chart A score. From the class average Chart A score, a Growth score of 0-20 will be assigned to the teacher according to the HEDI Conversion Chart for Growth uploaded at 2.11. The JLHHO BOCES does not offer courses in Chemistry or Physics.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's class average Chart A score is in the range of 3.58 to 4.00.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's class average Chart A score is in the range of 1.94 to 3.57.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's class average Chart A score is in the range of .65 to 1.93.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's class average Chart A score is in the range of 0 to .64.

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	Not applicable	Not applicable

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

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.	Students enrolled in BOCES Campus-based Alternative and Special Education Classes are given course specific pre-tests at the beginning of the school year to provide data for establishing a baseline. Using the baseline data, the teachers, in collaboration with their supervisor, develop SLOs setting individual post-test growth target scores for their students. For each student, the post-test score will be compared to that student's target score and assigned a score from 0 to 4 based on Chart A uploaded at 2.11. All students' Chart A scores of 0 to 4 will be added together and divided by the number of students in the class to attain a class average Chart A score. From the class average Chart A score, a Growth score of 0-20 will be assigned to the teacher according to the HEDI Conversion Chart for Growth uploaded at 2.11. The JLHHO BOCES will be administering the NYS Common Core Regents and the NYS Integrated Algebra Regents to students enrolled in Common Core courses. We will use the higher of the two scores for APPR purposes. The JLHHO BOCES does not offer a course in Algebra 2.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's class average Chart A score is in the range of 3.58 to 4.00.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's class average Chart A score is in the range of 1.94 to 3.57.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's class average Chart A score is in the range of .65 to 1.93.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's class average Chart A score is in the range of 0 to .64.

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	JLHHO BOCES Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	JLHHO BOCES Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Exam

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

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

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.	Students receiving Grades 9-11 ELA instruction from a BOCES teacher are given course specific pre-tests at the beginning of the school year to provide data for establishing a baseline. Using the baseline data, the teachers, in collaboration with their supervisor, develop SLOs setting individual post-test growth target scores for their students. For each student, the post-test score will be compared to that student's target score and assigned a score from 0 to 4 based on Chart A uploaded at 2.11. All students' Chart A scores of 0 to 4 will be added together and divided by the number of students in the class to attain a class average Chart A score. From the class average Chart A score, a Growth score of 0-20 will be assigned to the teacher according to the HEDI Conversion Chart for Growth uploaded at 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's class average Chart A score is in the range of 3.58 to 4.00.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's class average Chart A score is in the range of 1.94 to 3.57.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's class average Chart A score is in the range of .65 to 1.93.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's class average Chart A score is in the range of 0 to .64.

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
Secondary 6:1:2, K-12 12:1:1, and K-12 12:1+(3:1) Special Education Classes	State Assessment	NYS Alternate Assessment
All CTE Related Teachers	District, Regional or BOCES-developed	Central NY BOCES Consortium Developed, CTE Program Specific Assessments

Spanish	District, Regional or BOCES-developed	JLHHO BOCES Regionally Developed, course specific Spanish Assessments
Physical Education	District, Regional or BOCES-developed	JLHHO BOCES Regionally Developed, course specific PE Assessments
Primary Reading Support	District, Regional or BOCES-developed	Beaver River CSD Developed, grade specific, K-2 ELA assessments
Primary 8:1:1, Primary 6:1:1, and Primary 6:1:2	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
Grade 12+ 12:1:1 and Secondary 15:1 Special Education Classes	District, Regional or BOCES-developed	JLHHO BOCES Developed Transition/Workplace Readiness Assessment
Secondary Reading Support	School/BOCES-wide/group/team results based on State	NYS Comprehensive English Regents Exam
Pre-Tech Academy	State-approved 3rd party assessment	21st Century Skills for Workplace Success NOCTI
Adaptive Physical Education	District, Regional or BOCES-developed	JLHHO BOCES Regionally Developed, course specific PE Assessments
Art	District, Regional or BOCES-developed	JLHHO BOCES Regionally Developed, course specific Art Assessments
Health	District, Regional or BOCES-developed	JLHHO BOCES Regionally Developed, course specific Health Assessments
Grades 4-8 ELA/Math	State Assessment	Grade/Subject Specific 4-8 ELA/Math NYS Assessments

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 measuring student growth on the assessments listed for this Task.

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.	Students in "All Other Courses" as listed above are given course specific pre-tests at the beginning of the school year to provide data for establishing a baseline. Using the baseline data, the teachers, in collaboration with their supervisor, develop SLOs setting individual post-test growth target scores for their students. For each student, the post-test score will be compared to that student's target score and assigned a score from 0 to 4 based on Chart A uploaded at 2.11. All students' Chart A scores of 0 to 4 will be added together and divided by the number of students in the class to attain a class average Chart A score. From the class average Chart A score, a Growth score of 0-20 will be assigned to the teacher according to the HEDI Conversion Chart for Growth uploaded at 2.11. For Secondary Reading Support, the teacher will receive HEDI points based upon the percentage of that teacher's class roster that meets or exceeds their individual growth targets schoolwide. A back-up course for 4-8 ELA/math is listed in 2.10. In the event there is not a State provided growth score, these teachers, in collaboration with their supervisor, will use baseline data, to develop SLOs setting individual growth targets for their students. HEDI points will be allocated to the teacher, using

	HEDI Conversion Chart B for Growth, based on the percentage of students meeting or exceeding their individual growth targets as measured using the post assessment. HEDI Conversion Chart B for Growth has been uploaded at 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's class average Chart A score is in the range of 3.58 to 4.00. For teachers using Chart B, 90-100% of students meet their individual growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's class average Chart A score is in the range of 1.94 to 3.57. For teachers using Chart B, 70-89% of students meet their individual growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's class average Chart A score is in the range of .65 to 1.93. For teachers using Chart B, 50-69% of students meet their individual growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's class average Chart A score is in the range of 0 to .64. For teachers using Chart B, 0-49% of students meet 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)

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/1003115-TXEtxx9bQW/Growth SLO Scoring 2013-14 Revised 4.23.pdf

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used assigning points to a teacher's score for this subcomponent, 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 the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

Not Applicable

2.13) Teachers with more than one growth measure

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

growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances | Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances | Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	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)

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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. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as “Not Applicable” (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
5	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
6	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment

7	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
8	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment

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.	HEDI points will be allocated to a teacher based on the percentage of that teacher's class roster schoolwide passing the exam with a 65 or better. The percentage of students meeting the achievement target will be converted to a score of 0 to 20 (0 to 15 if a Growth Score is provided) based upon the attached Local Assessment HEDI Scoring Bands.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students pass exam with a 65 or better
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67-84% of students pass exam with a 65 or better
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-66% of students pass exam with a 65 or better
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% of students pass exam with a 65 or better

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
5	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
6	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
7	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
8	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment

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.	HEDI points will be allocated to a teacher based on the percentage of that teacher's class roster schoolwide passing the exam with a 65 or better. The percentage of students meeting the achievement target will be converted to a score of 0 to 20 (0 to 15 if a Growth Score is provided) based upon the attached Local Assessment HEDI Scoring Bands.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students pass exam with a 65 or better
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67-84% of students pass exam with a 65 or better
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-66% of students pass exam with a 65 or better
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% of students pass exam with a 65 or better

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/5139/258000-rhJdBgDruP/Local HEDI - 20 and 15_1.pdf

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	JLHHO BOCES Regionally Developed Kindergarten ELA Assessment
1	5) District, regional, or BOCES–developed assessments	JLHHO BOCES Regionally Developed 1st Grade ELA Assessment
2	5) District, regional, or BOCES–developed assessments	JLHHO BOCES Regionally Developed 2nd Grade ELA Assessment
3	4) State-approved 3rd party assessments	i-Ready Diagnostic

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.	HEDI points will be based on the percentage of a teacher's own students meeting individual achievement targets set, using baseline data, by the teacher in collaboration with that teacher's supervisor. The percentage of students meeting their achievement target will be converted to a score of 0 to 20 based upon the attached Local Assessment HEDI Scoring Bands. Teachers working with multi-grade and/or ungraded groups of primary aged students are covered in task 3.12 under the following course titles: Primary 8:1:1, Primary 6:1:1, Primary 6:1:2, and Primary Reading Support.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their individual achievement target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67-84% of students meeting their individual achievement target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-66% of students meeting their individual achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% of students meeting their individual achievement target

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	JLHHO BOCES Regionally Developed Kindergarten Math Assessment
1	5) District, regional, or BOCES–developed assessments	JLHHO BOCES Regionally Developed 1st Grade Math Assessment
2	5) District, regional, or BOCES–developed assessments	JLHHO BOCES Regionally Developed 2nd Grade Math Assessment
3	4) State-approved 3rd party assessments	i-Ready Diagnostic

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.	HEDI points will be based on the percentage of a teacher's own students meeting individual achievement targets set, using baseline data, by the teacher in collaboration with that teacher's supervisor. The percentage of students meeting the achievement target will be converted to a score of 0 to 20 based upon the attached Local Assessment HEDI Scoring Bands. Teachers working with multi-grade and/or ungraded groups of primary aged students are covered in task 3.12 under the following course titles: Primary 8:1:1, Primary 6:1:1, Primary 6:1:2, and Primary Reading Support.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their individual achievement target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67-84% of students meeting their individual achievement target
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	55-66% of students meeting their individual achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% of students meeting their individual achievement target

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
7	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
8	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the percentage of that teacher's class roster schoolwide passing the exam with a 65 or better. The percentage of students meeting the achievement target will be converted to a score of 0 to 20 based upon the attached Local Assessment HEDI Scoring Bands.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students pass exam with a 65 or better

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67-84% of students pass exam with a 65 or better
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-66% of students pass exam with a 65 or better
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% of students pass exam with a 65 or better

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
7	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
8	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the percentage of that teacher's class roster schoolwide passing the exam with a 65 or better. The percentage of students meeting the achievement target will be converted to a score of 0 to 20 based upon the attached Local Assessment HEDI Scoring Bands.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students pass exam with a 65 or better
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67-84% of students pass exam with a 65 or better
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-66% of students pass exam with a 65 or better
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% of students pass exam with a 65 or better

3.8) High School Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
Global 2	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
American History	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the percentage of that class roster schoolwide students passing the exam with a 65 or better. The percentage of students meeting the achievement target will be converted to a score of 0 to 20 based upon the attached Local Assessment HEDI Scoring Bands.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students pass exam with a 65 or better
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67-84% of students pass exam with a 65 or better
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-66% of students pass exam with a 65 or better
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% of students pass exam with a 65 or better

3.9) High School Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
Earth Science	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
Chemistry	Not applicable	N/A
Physics	Not applicable	N/A

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the percentage of that teacher's class roster schoolwide passing the exam with a 65 or better. The percentage of students meeting the achievement target will be converted to a score of 0 to 20 based upon the attached Local Assessment HEDI Scoring Bands. The JLHHO BOCES does not provide Chemistry or Physics instruction in campus-based programs.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students pass exam with a 65 or better
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67-84% of students pass exam with a 65 or better
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-66% of students pass exam with a 65 or better
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% of students pass exam with a 65 or better

3.10) High School Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
Geometry	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
Algebra 2	Not applicable	N/A

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.

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the percentage of that teacher's class roster schoolwide passing the exam with a 65 or better. The percentage of students meeting the achievement target will be converted to a score of 0 to 20 based upon the attached Local Assessment HEDI Scoring Bands. The JLHHO BOCES does not provide Algebra 2 instruction.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students pass exam with a 65 or better
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67-84% of students pass exam with a 65 or better
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-66% of students pass exam with a 65 or better
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% of students pass exam with a 65 or better

3.11) High School English Language Arts

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment

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.

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the percentage of that teacher's class roster schoolwide passing the exam with a 65 or better. The percentage of students meeting the achievement target will be converted to a score of 0 to 20 based upon the attached Local Assessment HEDI Scoring Bands.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students pass exam with a 65 or better
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67-84% of students pass exam with a 65 or better
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-66% of students pass exam with a 65 or better
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% of students pass exam with a 65 or better

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All CTE Related Teachers	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
Secondary 6:1:2, K-12 12:1:1, Secondary 15:1, and Grade 12+ 12:1:1 Special Education Classes	5) District/regional/BOCES–developed	JLHHO BOCES Developed K-12 Foundation Word Vocabulary Assessment

Spanish	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
Physical Education	6(ii) School wide measure computed locally	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
Primary 8:1:1, Primary 6:1:1, and Primary 6:1:2	4) State-approved 3rd party	i-Ready Diagnostic
K-12 12:1+(3:1) Special Education Classes	3) Teacher specific achievement/growth score computed locally	NYS Alternate Assessment
Primary Reading Support	6(ii) School wide measure computed locally	Beaver River CSD Developed, Grade Specific Science Summative Exam
Intermediate Reading and Math Support	6(ii) School wide measure computed locally	Beaver River CSD Developed, Grade Specific, Science Summative Exam
Secondary Reading Support	6(ii) School wide measure computed locally	Beaver River CSD Developed, Grade Specific ELA Assessments
Adaptive Physical Education	6(ii) School wide measure computed locally	JLHHO BOCES Developed K-12 Foundation Word Vocabulary Assessment
Art	5) District/regional/BOCES–developed	JLHHO BOCES Developed 4-12 Tier 2 Vocabulary Assessment
Health	5) District/regional/BOCES–developed	JLHHO BOCES Regionally Developed, course specific Health Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For all CTE related teachers within a tech center, the percentage of students passing the assessment with a 65 or better will be converted to a score of 0 to 20, to be shared by all CTE related teachers in that center, based upon the attached Local Assessment HEDI Scoring Bands. For teachers using a teacher specific measure, HEDI points will be allocated to the teacher based on the percentage of that teacher's students passing their assessment with a 65 or better. The percentage of students meeting this achievement target will be converted to a score of 0 to 20 based upon the attached Local Assessment HEDI Scoring Bands. For all other teachers, HEDI points will be based on the percentage of a teacher's class roster school-wide meeting individual achievement targets set, using baseline data, by the teacher in collaboration with that teacher's supervisor. The percentage of that teacher's students meeting their achievement

	targets will be converted to a score of 0 to 20 based upon the attached Local Assessment HEDI Scoring Bands.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their achievement target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67-84% of students meeting their achievement target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-66% of students meeting their achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% of students meeting their achievement target

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/5139/258000-y92vNseFa4/Local HEDI - 20 and 15.pdf

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher’s score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

N/A

3.15) Teachers with More Than One Locally Selected Measure

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

For any teacher with more than one measure, the locally selected measure will be a combined "weighted" score of each measure, calculated by the number of students in the population of each measure used. Normal rounding rules will apply.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances | Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked

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

4. Other Measures of Effectiveness (Teachers)

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Updated Tuesday, February 18, 2014

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

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 by the points assignment indicated immediately below (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]	45
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

Structured reviews of lesson plans, student portfolios and other teacher artifacts	15

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The “Other Measures” portion of a teacher’s performance evaluation will be based upon the Danielson’s Framework for Teaching (2011 Revised Edition) Rubric with each of the four domains being weighted 15 points. Ratings in Domains 1, 2, and 3 (45 points) will be based primarily upon multiple classroom observations and the rating of Domain 4 (15 points) being based primarily upon structured reviews of lesson plans, student work and other teacher artifacts as contained in a Professional Responsibilities Evidence Folder (See attached).

Using the Danielson Rubric for each observation, each observed component within a domain will be given a score from 1-4 (1=I, 2=D, 3=E, 4=H) based on the evaluator's observation of the teacher. The scores on each individual component, from all observations, will be averaged together to arrive at a final score for each component. The component scores will be averaged together to arrive at an average 1-4 (1=I, 2=D, 3=E, 4=H) score for each domain. The domain scores will be averaged and rounded to the nearest hundredth to arrive at a final 1-4 (1=I, 2=D, 3=E, 4=H) rubric score. To obtain a teacher's final Other Measures HEDI score, the final 1-4 (1=I, 2=D, 3=E, 4=H) rubric score will be converted to a score of 0 to 60 using the attached chart.

A score of 0-49 will result in an "Ineffective" rating, a score of 50-56 will result in a "Developing" rating, a score of 57-58 will result in an "Effective" rating, and a score of 59-60 will result in a Highly Effective" rating.

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

assets/survey-uploads/5091/253269-eka9yMJ855/Professional Responsibilities 10.9.12 Combined with Other Measures HEDI Chart.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A rubric score of 3.45-4.00 converts to a HEDI score of 59-60. Through observation, the teacher has demonstrated an ability to function in a classroom setting at a highly effective level, well above the NYS Teaching Standards.
Effective: Overall performance and results meet NYS Teaching Standards.	A rubric score of 2.55-3.44 converts to a HEDI score of 57-58. Through observation, the teacher has demonstrated an ability to function in a classroom setting at an effective level, meeting the NYS Teaching Standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A rubric score of 1.60-2.54 converts to a HEDI score of 50-56. Through observation, the teacher has demonstrated a developing functionality in a classroom setting, needing slight improvement to meet the NYS Teaching Standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A rubric score of 1.00-1.59 converts to a HEDI score of 0-49. Through observation, the teacher has demonstrated an effective functionality in a classroom setting, needing significant improvement to meet the NYS Teaching Standards.

Provide the ranges for the 60-point scoring bands.

Highly Effective	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

Formal/Long	1
Informal/Short	1
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

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Updated Tuesday, February 18, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

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 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

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

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Updated Thursday, April 03, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/12193/1003119-Df0w3Xx5v6/TIP in PDF.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

JLHHO BOCES/BPA APPR APPEALS PROCESS

I. RATINGS THAT MAY BE APPEALED

Teachers may only appeal an Annual Professional Performance Review ("APPR") of Ineffective or Developing.

II. GROUNDS FOR APPEAL

The scope of an APPR rating appeal is limited to the following:

• The substance of the teacher's APPR rating;
• The BOCES' adherence to the standards and methodologies required for APPR reviews pursuant to New York State Education Law Section 3012-c;
• The BOCES' adherence to the regulations of the Commissioner as applicable to APPR reviews;
• The BOCES' compliance with any applicable locally negotiated procedures;
• The BOCES issuance and/or initial implementation of the teacher improvement plan ("TIP") as required under New York State Education Law Section 3012-c (as outlined in the assurances in Section 6.1).

III. PROHIBITION AGAINST MULTIPLE APPEALS

A teacher may not file multiple appeals regarding the same APPR rating or TIP. All grounds for appeal must be raised with specificity within the one appeal permitted for the APPR or TIP, as applicable. Any grounds not raised at the time the appeal is filed shall be deemed waived and cannot be pursued.

IV. TIME OF APPEAL

A. A teacher may not submit an appeal until the teacher's entire Composite Effectiveness Score ("CES") is received. The CES will be provided in a manner that ensures that this appeals process is timely and expeditious.

B. A teacher's failure to follow any of the timelines set forth in the "Appeal Procedure" section shall be deemed an abandonment of the appeal unless an extension is granted in writing, and only then upon extenuating circumstances ensuring that the appeals process remains timely and expeditious, as set forth below.

C. For purposes of this Appeals Procedure, "days" shall be defined as follows: if occurring during the school year, "days" shall mean days when school is in session. If occurring outside of the school year, "days" shall mean business days (not including weekends or recognized holidays).

V. BURDEN OF PROOF

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

VI. APPEAL PROCEDURE

A. Stage 1 – Informal

1. The teacher must provide written notice of intent to appeal to the lead
evaluator within five (5) days of receiving his or her full CES APPR rating, subject to the exceptions set forth in this Appeals Process. If the lead evaluator is no longer employee of the BOCES, the notice of intent to appeal must be sent to the applicable program Director, (specifically, the Director of Programs for Exceptional Students, the Director of Career, Technical, Adult and Continuing Education, or the Assistant Superintendent for Instruction). Appeals related to the district's issuance or initial implementation of a TIP must be filed in writing to the lead evaluator within five (5) days, in keeping with the assurances outlined in Section 6.1 of the APPR.

2. The teacher and the lead evaluator/applicable program Director shall meet within five (5) days of the teacher's notice to discuss the teacher's concerns.

3. The lead evaluator/applicable Program Director shall provide the teacher with a written response to the teacher's concerns within three (3) days of the meeting.

B. Stage 2 – Panel Review

1. Within three (3) days of the written response at Stage 1, if the teacher desires to appeal further, the teacher must provide written notice of intent to pursue the appeal at Stage 2 to the applicable program Director, (specifically, the Director of Programs for

Exceptional Students, the Director of Career, Technical, Adult and Continuing Education, or the Assistant Superintendent for Programs), and the BPA President. The Program Director shall transmit the appeal to the District Superintendent and the Lead Evaluator.

2. The teacher's formal, written Stage 2 appeal must be received within seven days of the notice of intent. When filing the appeal, the teacher must submit a detailed written description of the specific areas of disagreement over the APPR rating being challenged and state the remedy that the teacher wishes to see granted.

3. Within five (5) days of receiving the teacher's Stage 2 appeal, the lead evaluator will submit a written response. The response shall address the specific areas of disagreement raised by the teacher in the appeal.

4. Within five (5) days of receiving the teacher's Stage 2 appeal, the parties will notify each other of the individuals designated to serve on the Stage 2 Panel. The Panel will consist of two (2) representatives selected by the BOCES District Superintendent (or his/her designee), two (2) representatives selected by the BOCES Professional Association, and a fifth member selected by the other four. Neither the appealing teacher nor the Lead Evaluator may sit on the Panel. The BOCES will make every effort to ensure that at least one (1) of its Panel designees is familiar with the appealing teacher's duties and responsibilities. The Panel will coordinate amongst themselves and schedule the Panel meeting(s) required under paragraphs 6 and 7, below. The Panel will also designate a scribe. The Panel shall be charged with ensuring that the scribe's notes are accurate, although it is not expected or intended that those notes will consist of a verbatim transcript of what was said.

5. At all times there shall be six (6) Association members, selected by the Association, available to serve on the Stage 2 Panel. These individuals shall successfully complete the training required for an evaluator to utilize the selected rubric. For the 2013-2014 school year and beyond, all members selected by the Association shall either successfully complete the required training (or the required re-training). It shall be at the option of the member to obtain up to two (2) days of Staff Development credit for the training or re-training, or to complete the training or re-training without compensation. The BOCES shall pay the required license fee for the training.

6. The Panel shall meet within seven (7) days of the date the teacher received the evaluator's response. The Panel may hold additional meeting dates if it deems additional dates necessary. The appealing teacher and the evaluator may both present evidence to the Panel, and the Panel members may direct questions to the appealing teacher and Lead Evaluator. Any evidence, information or documentation not presented to the Panel either in the Stage 2 appeal or at the Panel hearing will not be considered.

7. Within fifteen (15) days of the Panel's initial meeting, the Panel will render a written decision, by majority, on the appeal. The decision shall address each issue raised by the teacher. In no event shall specific Panel member names be attributed to any Panel decision.

C. Stage 3 – Final Review by District Superintendent

1. Within five (5) days of receipt of the Panel's decision, if the teacher desires, the teacher may appeal to the BOCES District Superintendent.
2. The BOCES District Superintendent shall review the entire record on appeal, and shall render a written decision within ten (10) days of receipt of the Stage 3 appeal.

3. The decision of the BOCES District Superintendent shall be final and binding.

D. Extenuating Circumstances

1. In the event that extenuating circumstances exist that would prevent the teacher from pursuing his/her appeal within the timelines specified, the teacher may request an extension from the District Superintendent and the Association President in writing. An extension may be requested at any stage in the appeals process. If the District Superintendent and the Association President agree that extenuating circumstances exist warranting an extension, they shall grant an extension, in writing. In granting an extension, they shall specify which deadline is being extended, and for what amount of time. The District Superintendent shall notify all parties of the decision with regard to the request for an extension. The parties will adhere to the timeframes herein, in compliance with the timely and expeditious requirements of New York State Education Law Section 3012-c.

2. In the event that extenuating circumstances exist that would prevent the lead evaluator from responding timely at any stage in the appeals process, the Lead Evaluator may request an extension from the District Superintendent and the Association President in writing. An extension may be requested at any stage in the appeals process. If the District Superintendent and the Association President agree that extenuating circumstances exist warranting an extension, they shall grant an extension, in writing. In granting an extension, they shall specify which deadline is being extended, and for what amount of time. The District Superintendent shall notify all parties of the decision with regard to the request for an extension. The parties will adhere to the timeframes herein, in compliance with the timely

and expeditious requirements of New York State Education Law Section 3012-c.

3. In the event that extenuating circumstances exist that would prevent the Panel from acting within the timelines specified here, the Panel may request an extension from the District Superintendent and the Association President in writing. If the District Superintendent and the Association President agree that extenuating circumstances exist warranting an extension, they shall grant an extension, in writing. In granting an extension, they shall specify which deadline is being extended, and for what amount of time. The District Superintendent shall notify all parties of the decision with regard to the request for an extension. The parties will adhere to the timeframes herein, in compliance with the timely and expeditious requirements of New York State Education Law Section 3012-c.

VII. Miscellaneous.

A. All matters pertaining to appeals, except as referenced in this paragraph, will be addressed outside of the teachers' standard work day, unless authorized in writing by the District Superintendent. Association members participating in a Stage 2 Panel review shall be afforded release time to participate in the hearing. In the event that the hearing occurs over the summer, Association Panel members will be compensated at the currently effective curriculum rate.

B. If the teacher receives his/her APPR rating before the June Regents Rating Day for the school year for which the evaluation was rendered, then the teacher must commence the appeal process within five (5) days of receiving the APPR rating, and thereafter all timeframes and deadlines specified in Section VI, above, shall apply. If the teacher receives his/her APPR rating after the June Regents Rating Day for the school year in which the evaluation was rendered, the teacher may elect to proceed with an appeal over the summer, or may wait to commence the appeal when the new school year begins. If the teacher pursues the appeal over the summer, as soon as the notice of intent is submitted, all timeframes and deadlines specified in Section VI, above, shall apply. If the teacher pursues the appeal after the beginning of the new school year, the teacher must commence the appeal within five (5) school days of the first day of school, and thereafter all timeframes and deadlines specified in Section VI, above, shall apply.

VIII. Notices.

A. When initiating an appeal, the teacher shall designate the preferred method of contact: (i) certified mail; (ii) electronic mail; (iii) placement in the teacher's designated location for the receipt of mail at the BOCES; (iv) personal delivery.

B. If the appeals process is pending over the summer, all notices to the teacher will be sent by the method designated by the teacher, however, personal delivery shall not be an option if the appeal is proceeding over the summer. If no notice preference is given, notice shall be by registered/certified mail to the last known address on file with the BOCES.

C. If notice to the teacher is accomplished by certified mail, for purposes of the teacher's time in which to pursue the next step in the appeal process, notice shall be deemed to have been given as of the date the teacher receives the correspondence, as noted on the USPS certified mail receipt card. For purposes of the BOCES' compliance with timelines required for responses and other notifications, notice shall be deemed to have been given as of the date mailed, as noted on the USPS certified mail receipt card.

D. If notice to the teacher is accomplished by electronic mail, for purposes of the teacher's time in which to pursue the next step in the appeals process, notice shall be deemed to have been given when the teacher has opened the email correspondence. For purposes of the BOCES' compliance with timelines required for responses and other notifications, notice shall be deemed to have been given as of the time when the electronic mail was sent. If email is utilized, all parties must make reasonable efforts to check email on a regular basis.

E. If notice to the teacher is accomplished by placement in the teacher's designated location for receipt of mail at the BOCES, notice shall be deemed given as of the date the correspondence is placed in that location. The correspondence shall be placed in a sealed enveloped clearly designated as "confidential." The individual placing the correspondence in the designated location shall place a notation with the correspondence indicating when it was placed in the designated location, and a copy of that notation shall also become part of the record of the appeal.

F. If notice to the teacher is accomplished by personal delivery, notice shall be deemed given as of the date when the notice is personally delivered to the teacher. The teacher shall make reasonable efforts to be present and available if this method is designated. The teacher shall acknowledge each receipt in writing, and the acknowledgment shall become part of the record of the appeal. In the event that the teacher is unable to be located for purposes of personal delivery after reasonable attempts by the BOCES, the BOCES shall mail the correspondence to the teacher by registered/certified mail, and notice shall be deemed effective as set forth in paragraph D, above.

G. If the appealing teacher consents, the BPA President shall be notified of all appeals information by email, and notice shall be deemed effective as outlined in paragraph E, above.

H. All notices to the BOCES shall be by electronic mail.

IX. Exclusivity of the Education Law Section 3012-c Appeal Procedure.

This appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to teacher APPR ratings, except as set forth below. A teacher may not resort to any other procedure for the resolution of challenges and appeals related to an APPR rating, including, but not limited to, any grievance procedure set forth in any collective bargaining agreement, except as set forth below.

A grievance may be commenced under the grievance procedure in the collective bargaining agreement only if a teacher wishes to challenge the BOCES' adherence to the APPR Appeal Process. Should that occur, the power and scope of the Arbitrator's authority shall be restricted to determining whether or not the BOCES failed to adhere to the APPR Appeal Process. The only relief that the Arbitrator may grant, upon a finding that the BOCES failed to adhere to the APPR Appeal Process, is an order for the BOCES to address any deficiency in the appeals process, directing the BOCES to immediately abide by the Appeals Process, and for the BOCES to provide a timely and expeditious appeal for the teacher. The Arbitrator's decision shall be enforceable in the New York State Courts.

NOTE: The parties intend to negotiate standard forms to be utilized at each stage of this Appeals Process. The parties will resubmit this plan for approval if any material changes to the appeals process occur.

6.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

Training for evaluators and lead evaluators has included participation in the multiple training modules provided by the Jefferson Lewis BOCES Network Team, reflecting the evidence-based observation training provided by the State Education Department. Additionally, all evaluators are being trained in the selected rubric, Charlotte Danielson 2011, and Teachscape, the software being used to support this rubric. Calibration on Teachscape will serve to ensure inter-rater reliability. Training will be ongoing and will cover all nine required elements as listed below in 6.5, the duration of which will be approximately 10 hours. All evaluators will be required to keep a log of the training sessions attended and will be certified by the Board of Cooperative Educational Services based on a review of their training log. Annual re-certification will occur in the same manner.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations,

including training on the effective application of such rubrics to observe a teacher or principal's practice

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

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

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

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

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

K-12
5-12

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(s) 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	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 assessments 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. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.
Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.
If additional SLOs are necessary, principals must begin with the grade(s)/courses(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

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 grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of 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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment." For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	9-12 Career and Technical Education Programs	District, regional, or BOCES-developed	Central New York Career and Technical Education Consortium Developed 11th and 12th Grade Course Specific Assessments
	K-12 Programs with NYSAA eligible students	State assessment	NYS Alternate Assessment
	K-12	State assessment	NYS Grades 4-8 ELA and Math Assessments, NYS Integrated Algebra Regents Exam/NYS Common Core Algebra I Regents Exam and NYS Comprehensive English Regents Exam/NYS Common Core ELA Regents Exam
	5-12	State assessment	NYS Grades 5-8 ELA and Math Assessments, NYS Integrated Algebra Regents Exam/NYS Common Core Algebra I Regents Exam and NYS Comprehensive English Regents Exam/NYS Common Core ELA Regents Exam

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. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

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.	Each principal/supervisor and their supervisor will together examine each student's pre-test results and baseline data, and together they will set individual growth targets for

	each student based on that information. Once summative assessments have been administered, the percentage of students covered under the Student Learning Objective(s) established for a principal who meet or exceed their pre-determined target (as stated in the SLO) will be used to determine the principal's HEDI rating and the number of points (out of 20) he or she will receive based on the attached chart. Students enrolled in a NYS Common Core Regents course who are eligible to take the Common Core Regents and the Non-Common Core Regents will be allowed to take both exams, and we will only use the highest score achieved.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	90-100% of students meet target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-89% of students meet target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69% of students meet target
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-49% of students meet target

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

assets/survey-uploads/5365/294152-lha0DogRNw/HEDI Conversion Chart for Growth.pdf

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, 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 the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

We will not be using special controls.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document.	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)

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

Also note: if your district/BOCES is using the same assessment for both the State growth or other comparable measures subcomponent and the locally-selected measures subcomponents, be sure that a different measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growoth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

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/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	5-12 Alternative Education	(d) measures used by district for teacher evaluation	JLHHO BOCES Developed, 5-12, Tier 2 Vocabulary Assessment
	K-12 Special Education	(c) results for SWD's and ELL's	NYS 4-8 Grades ELA Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	HEDI points will be allocated to BOCES alternative and special education supervisors based on the percentage of students, for whom the supervisor is responsible, meeting their achievement target. The target will be set, using baseline data, by the supervisor and approved by the District Superintendent or his/her designee. The percentage of students meeting this achievement target will be converted to a score of 0 to 15 based upon the attached Local Assessment HEDI Scoring Bands (For the 0 to 20 point conversion chart, please refer to the 8.2 chart below.).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meet target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67-84% of students meet target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-66% of students meet target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% of students meet target

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/5366/294276-qBFVOWF7fC/Local HEDI - 15 Point.pdf

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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
9-12 CTE	(d) measures used by district for teacher evaluation	JLHHO BOCES Developed, 9-12, Tier 2 Vocabulary Assessment
K-12 Programs with NYSAA eligible students	(d) measures used by district for teacher evaluation	JLHHO BOCES Developed, K-12 Foundation Word Vocabulary Assessment
5-12 Alternative Education	(d) measures used by district for teacher evaluation	JLHHO BOCES Developed, 5-12, Tier 2 Vocabulary Assessment
K-12 Special Education	(c) results for SWD's and ELL's	NYS 4-8 Grades ELA Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	HEDI points will be allocated to CTE, alternative and special education supervisors based on the percentage of students, for whom the supervisor is responsible, meeting their achievement target. The target will be set, using baseline data, by the supervisor and approved by the District Superintendent or his/her designee. The percentage of students meeting this achievement target will be converted to a score of 0 to 20 based upon the attached Local Assessment HEDI Scoring Bands.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meet target
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67-84% of students meet target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-66% of students meet target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-54% of students meet target

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

(No response)

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

assets/survey-uploads/5366/294276-T8MlGWUVm1/Local HEDI - 20 Point.pdf

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

We will not be using special controls.

8.4) Principals with More Than One Locally Selected Measure

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

For any administrator with more than one measure, the locally selected measure will be a combined "weighted" score of each measure, calculated by the number of students in the population of each measure used. Normal rounding rules will apply.

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, April 30, 2013
Updated Saturday, March 15, 2014

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9.1) Principal Practice Rubric

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

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

9.1) Principal Practice Rubric | Rubric	Multidimensional Principal Performance Rubric

Second rubric (if applicable)	(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 point 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 point assignment for all principals?

Yes

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

(No response)

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

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

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

If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, label accordingly, 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 assigning any points to "ambitious and measurable goals":

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

All points will be determined using the Multidimensional Principal Performance Rubric to evaluate each of the ISLLC standards. Principals will receive a score of 1 to 4 (1=I, 2=D, 3=E, 4=H) for each of the rubric elements. Each of the element scores will then be averaged into a final overall raw score. The raw score will be rounded to the nearest hundredth place. This score will be translated into the 60 point scale using the attached conversion table, Sections 4.5/9.7 Other Measures HEDI Ratings, which also delineates the associated ranges for the HEDI categories. If over the course of multiple school visits a single element is scored more than once, those scores will be averaged to arrive at a final score for that element.

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/5143/163505-pMADJ4gk6R/Other Measures 60 Points HEDI.pdf

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

Highly Effective: Overall performance and results exceed standards.	3.45 - 4.0 on Multidimensional Rubric: 59-60
Effective: Overall performance and results meet standards.	2.55 - 3.44 on Multidimensional Rubric: 57-58
Developing: Overall performance and results need improvement in order to meet standards.	1.6 - 2.54 on Multidimensional Rubric: 50-56
Ineffective: Overall performance and results do not meet standards.	1.0 - 1.59 on Multidimensional Rubric: 0-49

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Tuesday, February 18, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

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	50-56
Ineffective	0-49

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

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, April 30, 2013
Updated Monday, April 21, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/5276/294401-Df0w3Xx5v6/PIP Form.pdf

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A principal may 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

Appeals will be limited to principals/supervisors who are rated Ineffective or Developing.

Appeals concerning a principal/supervisor's performance review must be received in the office of the District Superintendent no later than ten (10) calendar days after the date when the principal/supervisor receives his/her performance review. The date of receipt of the performance review will be documented by the date of the principal and lead evaluator conference. Appeals related to the district's issuance or implementation of the terms of a PIP must be filed in writing to the lead evaluator within five (5) days of the district's issuance or failure to implement the terms of the PIP. The written appeal will be date stamped by the District Office secretary upon receipt. The District Office secretary will send an email to the principal confirming the date of receipt.

The failure to submit an appeal to the District Superintendent within this period shall result in a waiver of the principal/supervisor's right to appeal that performance review. A principal/supervisor wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted) to the District Superintendent, a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal. The District Superintendent may submit such written response and other evidence to the appeal, as he/she deems appropriate, within ten (10) calendar days of receipt of the written appeal.

Appeals by a new or returning non-tenured principal/supervisor shall be determined by a reviewer pursuant to paragraph A below. Appeals by a tenured principal/supervisor who has received an overall rating of "highly effective" or "effective" in the prior school year shall be determined by a reviewer pursuant to paragraph "A" below. Appeals by a tenured principal/supervisor who has received an overall rating of "ineffective" or "developing" in the prior school year shall be determined by an independent appeal officer pursuant to paragraph "B" below.

A. Within ten (10) calendar days of the receipt of the written appeal, the District Superintendent shall appoint a reviewer to evaluate the appeal, who will be a trained BOCES central office administrator.
1. The reviewer shall perform any investigation he/she deems necessary, consider the evidence and issue a written decision to the District Superintendent and the Principal/Supervisor on the merits of the appeal no later than thirty (30) calendar days from the date when the principal/supervisor filed his or her appeal.
2. The decision of the reviewer shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the reviewer shall not be subject to any further appeal.
3. If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review drafted by the reviewer. This performance review may not be reviewed or appealed under this procedure.

B. Within ten (10) calendar days of the receipt of the written appeal the District Superintendent shall appoint an independent appeal officer to evaluate the appeal. The Jefferson-Lewis BOCES will cover any cost associated with the appointment of an independent appeal officer.
1. The independent appeal officer shall not be an employee of the BOCES and shall be a current administrator holding NYS certification to act as a district-wide administrator or a retired administrator who has received NYS certification to act as a district-wide administrator, either of whom must be trained in the Multidimensional Rubric.
2. The independent appeal officer shall perform any investigation he/she deems necessary, consider the evidence and issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the principal/supervisor filed his or her appeal.
3. If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review drafted by the independent appeal officer. This performance review may not be reviewed or appealed under this procedure.

11.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

Training for evaluators and lead evaluators has included participation in the multiple training modules provided by the Jefferson Lewis BOCES Network Team, reflecting the evidence-based observation training provided by the State Education Department. Additionally,

all evaluators are being trained in the selected rubric, the Multidimensional Principal Performance Rubric. Training will include aligning evidence to the rubric and evaluating sample principal performance to ensure inter-rater reliability. Training will be ongoing and will cover all nine required elements as listed below in 11.5, the duration of which will be approximately 10 hours. All evaluators will be required to keep a log of the training sessions attended and will be certified by the Board of Cooperative Educational Services based on a review of their training log. Annual re-certification will occur in the same manner.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals | Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals | Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked

11.6) Assurances -- Principals | Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals | Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals | Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals | Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013
Updated Thursday, April 24, 2014

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. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

assets/survey-uploads/12158/1003125-3Uqgn5g9Iu/APPR Signature Page - April 24, 2014.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.

Local Assessment HEDI Scoring Bands

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
100-96	95-91	90-85	84-83	82-81	80-79	78-77	76-75	74-73	72-71	70-69	68-67	66-65	64-63	62-61	60-59	58-57	56-55	54-35	34-15	14-0

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-93	92-85	84-82	81-79	78-76	75-73	72-70	69-67	66-64	63-61	60-59	58-57	56-55	54-35	34-15	14-0

Averaged scores will be rounded to the nearest whole number.

Professional Responsibilities (Domain 4) Evidence Portfolio

Throughout the course of the year, the teacher should collect evidence of having met the standards of Domain 4 of the Danielson rubric. Please indicate the contents of the portfolio by listing the specific documents under the category to which they apply. Principals/Supervisors will collect portfolios prior to the summative review meeting. The suggested examples listed are not necessarily required and are also not exhaustive.

Name of Teacher _____

Department _____

4a. Reflecting on Teaching

Describe and/or show evidence of how you have reflected on your teaching and changed practice as a result, e.g. Journal, reflection, peer review, analysis of unit, lesson, or assessment, etc.

4b. Maintaining Accurate Records

Describe and/or show evidence of your system for maintaining information on student assignments, student progress, or non-instructional activities, e.g. Electronic grades, charts, rubrics, etc. used for student self-assessment, sample anecdotal records, inventory or purchasing records, updated program binder, curriculum map, etc.

4c. Communicating with Families

Describe and/or show evidence of how you have communicated with families on a regular basis, e.g. Parent contact log, “teacher anecdotals” from Classlink, sample parent letters, newsletters, communication notebooks, etc.

4d. Participating in a Professional Community

List and/or show evidence of how you have supported and collaborated with your colleagues, building, and/or BOCES, e.g. Projects on which you collaborated with colleagues, mentoring and/or BOCES, Department or building-wide committee work, etc.

4e. Growing and Developing Professionally

List and/or show evidence of the professional growth activities in which you have participated, e.g. Professional reading, subject-related professional organization membership, workshops, webinars, or other professional development attended.

4f. Showing Professionalism

Describe and/or show evidence of how you have demonstrated professionalism in service to both students and to the profession, e.g. professional and/or leadership activities, service activities, classroom extension activities, examples of teacher advocacy for students, etc.

BOCES

Pursuing Excellence

Other Measures HEDI Ratings

Conversion Score for Composite	Total Average Rubric Score	Conversion Score for Composite	Total Average Rubric Score
Ineffective 0-49 (1.0-1.59)			
0	1.00	41	1.50
1	1.01	42	1.51-1.52
2	1.02-1.03	43	1.53
3	1.04	44	1.54
4	1.05	45	1.55
5	1.06	46	1.56
6	1.07-1.08	47	1.57
7	1.09	48	1.58
8	1.10	49	1.59
9	1.11	**Developing 50-56 (1.60-2.54)**	
10	1.12	50	1.60-1.74
11	1.13-1.14	51	1.75-1.89
12	1.15	52	1.90-2.04
13	1.16	53	2.05-2.19
14	1.17	54	2.20-2.34
15	1.18-1.19	55	2.35-2.49
16	1.20	56	2.50-2.54
17	1.21	**Effective 57-58 (2.55-3.44)**	
18	1.22	57	2.55-3.09
19	1.23	58	3.10-3.44
20	1.24-1.25	**Highly Effective 59-60 (3.45-4.0)**	
21	1.26	59	3.45-3.75
22	1.27	60	3.76-4.00
23	1.28		
24	1.29-1.30		
25	1.31		
26	1.32	The final average of all scores will be rounded to the nearest 100th	
27	1.33		
28	1.34		
29	1.35-1.36		
30	1.37		
31	1.38		
32	1.39		
33	1.40-1.41		
34	1.42		
35	1.43		
36	1.44		
37	1.45-1.46		
38	1.47		
39	1.48		
40	1.49		

JLHHO BOCES Teacher Improvement Plan (TIP)

(Name & Date)

A TIP is developed when a teacher receives a composite rating of ineffective or developing in the Annual Professional Performance Review process. The purpose of the plan is to outline a program of assistance and to coordinate all available resources to assist the staff member in achieving the objectives for improvement.

I. Background Information

1. Position
2. School Building
3. School District
4. Supervisor

II. Statement of Developing or Ineffective Performance

List the areas (Danielson Domain and Component(s) if applicable) on which the staff member did not perform effectively.

1. (Staff member's name)…..
2.

III. Specific Objectives for Improvement

List the objective(s) for improvement. Number this section identically with Section II.

1.
2.

IV. Plan for Self-Improvement: Teacher's Responsibilities, Activities and Timeline

Reference items identified in Section III

1.
2.

V. Assistance to be Offered: Administrator's Responsibilities, Activities and Timeline

List the people and/or resources that will be available to help the staff member attain the objectives listed in Section III.

1.
2.

VI. Evidence for Measurement of Progress

1.
2.

Your signature verifies that you had a conference and discussions with your supervisor on the formulation of your Teacher Improvement Plan (TIP).

Teacher	Date
Supervisor	Date
Association Representative	Date

Teacher's signature below indicates that the teacher has waived Association representation:

Teacher	Date

HEDI Conversion Chart for Growth

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
97-100	94-96	90-93	88-89	86-87	84-85	82-83	80-81	77-79	75-76	73-74	70-72	66-69	63-65	59-62	56-58	53-55	50-52	47-49	45-46	44-0

Averaged scores will be rounded to the nearest whole number.

Local Assessment HEDI Scoring Band

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-93	92-85	84-82	81-79	78-76	75-73	72-70	69-67	66-64	63-61	60-59	58-57	56-55	54-35	34-15	14-0

Averaged scores will be rounded to the nearest whole number.

Local Assessment HEDI Scoring Bands

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
100-96	95-91	90-85	84-83	82-81	80-79	78-77	76-75	74-73	72-71	70-69	68-67	66-65	64-63	62-61	60-59	58-57	56-55	54-35	34-15	14-0

Averaged scores will be rounded to the nearest whole number.

Other Measures HEDI Ratings

Conversion Score for Composite	Total Average Rubric Score	Conversion Score for Composite	Total Average Rubric Score
Ineffective 0-49 (1.0-1.59)			
0	1.00	41	1.50
1	1.01	42	1.51-1.52
2	1.02-1.03	43	1.53
3	1.04	44	1.54
4	1.05	45	1.55
5	1.06	46	1.56
6	1.07-1.08	47	1.57
7	1.09	48	1.58
8	1.10	49	1.59
9	1.11	**Developing 50-56 (1.60-2.54)**	
10	1.12	50	1.60-1.74
11	1.13-1.14	51	1.75-1.89
12	1.15	52	1.90-2.04
13	1.16	53	2.05-2.19
14	1.17	54	2.20-2.34
15	1.18-1.19	55	2.35-2.49
16	1.20	56	2.50-2.54
17	1.21	**Effective 57-58 (2.55-3.44)**	
18	1.22	57	2.55-3.09
19	1.23	58	3.10-3.44
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21	1.26	59	3.45-3.75
22	1.27	60	3.76-4.00
23	1.28		
24	1.29-1.30		
25	1.31		
26	1.32	The final average of all scores will be rounded to the nearest 100th	
27	1.33		
28	1.34		
29	1.35-1.36		
30	1.37		
31	1.38		
32	1.39		
33	1.40-1.41		
34	1.42		
35	1.43		
36	1.44		
37	1.45-1.46		
38	1.47		
39	1.48		
40	1.49		

Section 11.2 Attachment

JLHHO BOCES Principal Improvement Plan (PIP)

(Name & Date)

A PIP is developed when a principal receives a composite rating of ineffective or developing in the Annual Professional Performance Review process. The purpose of the plan is to outline a program of assistance and to coordinate all available resources to assist the staff member in achieving the objectives for improvement.

I. Background Information

1. Position
2. School Building
3. School District
4. Supervisor

II. Statement of Developing or Ineffective Performance.

List the areas (Multi-Dimensional Rubric Domain and Component(s) if applicable) on which the staff member did not perform effectively.

1. (Staff member's name)…..
2.

III. Specific Objectives for Improvement

List the objective(s) for improvement. Number this section identically with Section II.

1.
2.

IV. Plan for Self-Improvement: Principal's Responsibilities, Activities and Timeline

Reference items identified in Section III

1.
2.

V. Assistance to be Offered: Supervising Administrator's Responsibilities, Activities and Timeline

List the people and/or resources that will be available to help the staff member attain the objectives listed in Section III.

1.
2.

VI. Evidence for Measurement of Progress

1.
2.

Your signature verifies that you had a conference and discussions with your supervisor on the formulation of your Principal Improvement Plan (PIP).

Principal	Date
Supervisor	Date

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

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

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

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR plan is the district's or BOCES' complete APPR plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

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, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

Jack J Bonk 4/24/14

Teachers Union President Signature: Date:

Jeffrey L. Scofield – 4/24/14

Administrative Union President Signature: Date:

No Administrative Union

Board of Education President Signature: Date:

Jeffrey J. Limerman 4/24/14