



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

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Commissioner of Education  
President of the University of the State of New York  
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February 28, 2014

**Revised**

Jacklin G. Starks, District Superintendent  
Madison Oneida BOCES  
P.O. Box 168  
4937 Spring Road  
Verona, NY 13478-0168

Dear Superintendent Starks:

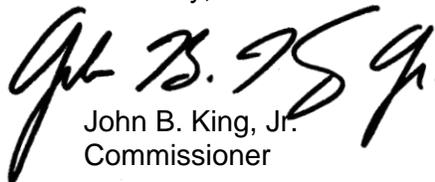
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your 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 Friday, May 17, 2013

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 259000000000

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

259000000000

#### 1.2) School District Name: MADISON-ONEIDA BOCES

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

MADISON-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 Friday, November 15, 2013

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects, 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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	Madison Oneida BOCES Locally Developed K Assessment-ELA
1	District, regional, or BOCES-developed assessment	Madison Oneida BOCES Locally Developed Grade 1 Assessment- ELA
2	District, regional, or BOCES-developed assessment	Madison Oneida BOCES Locally Developed Grade 2 Assessment -ELA

	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.	Within thirty calendar days of the first student attendance day, each Director will consult with each teacher he/she supervises before finalizing one or more individual or group SLOs for that teacher. The consultation will include a review of relevant student data and consideration of the teacher's work performance. Using that process, individual growth targets will be set. HEDI points will be assigned based on the percentage of students meeting or exceeding their growth. See 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	94-100% of students meet target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	80-93% of students meet target

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	65- 79% of students meet target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-64% of students meet 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	Madison Oneida BOCES Locally Developed K Assessment -Math
1	District, regional, or BOCES-developed assessment	Madison Oneida BOCES Locally Developed Grade 1 Assessment -Math
2	District, regional, or BOCES-developed assessment	Madison Oneida BOCES Locally Developed Grade 2 Assessment -Math

	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.	Within thirty calendar days of the first student attendance day, each Director will consult with each teacher he/she supervises before finalizing one or more individual or group SLOs for that teacher. The consultation will include a review of relevant student data and consideration of the teacher's work performance. Using that process, individual growth targets will be set. HEDI points will be assigned based on the percentage of students meeting or exceeding their growth. See 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	94-100% of students meet target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	80-93% of students meet target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	65-79% of students meet target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-64% of students meet 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
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6	District, regional or BOCES-developed assessment	Madison Oneida BOCES Locally Developed Grade 6 Assessment-Science
7	District, regional or BOCES-developed assessment	Madison Oneida BOCES Locally Developed Grade 7 Assessment-Science
	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.	Within thirty calendar days of the first student attendance day, each Director will consult with each teacher he/she supervises before finalizing one or more individual or group SLOs for that teacher. The consultation will include a review of relevant student data and consideration of the teacher's work performance. Using that process, individual growth targets will be set. HEDI points will be assigned based on the percentage of students meeting or exceeding their growth. See 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	94-100% of students meet target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	80-93% of students meet target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	65-79% of students meet target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-64% of students meet 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	Madison Oneida BOCES Locally Developed Grade 6 Assessment- Social Studies
7	District, regional or BOCES-developed assessment	Madison-Oneida BOCES Locally Developed Grade 7 Assessment-Social Studies
8	District, regional or BOCES-developed assessment	Madison Oneida BOCES Locally Developed Grade 8 Assessment-Social Studies

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.	Within thirty calendar days of the first student attendance day, each Director will consult with each teacher he/she supervises before finalizing one or more individual or group SLOs for that teacher. The consultation will include a review of relevant student data and consideration of the teacher's work performance. Using that process, individual growth targets will be set. HEDI points will be assigned based on the percentage of students meeting or exceeding their growth. See 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	94-100% of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	80-93% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	65-79% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-64% of students meet target

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Madison Oneida BOCES Locally 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.	Within thirty calendar days of the first student attendance day, each Director will consult with each teacher he/she supervises before finalizing one or more individual or group SLOs for that teacher. The consultation will include a review of relevant student data and consideration of the teacher's work performance. Using that process, individual growth targets will be set. HEDI points will be assigned based on the percentage of students meeting or exceeding their growth. See 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	94-100% of students meet target

Effective (9 - 17 points) Results meet District goals for similar students.	80-93% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	65-79% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-64% of students meet target

## 2.7) High School Science Regents Courses

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

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

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

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Within thirty calendar days of the first student attendance day, each Director will consult with each teacher he/she supervises before finalizing one or more individual or group SLOs for that teacher. The consultation will include a review of relevant student data and consideration of the teacher's work performance. Using that process, individual growth targets will be set. HEDI points will be assigned based on the percentage of students meeting or exceeding their growth. Based on our student population, the BOCES will not be offering Earth Science, Chemistry and Physics this year. See 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	94-100% of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	80-93% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	65-79% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-64% of students meet target

## 2.8) High School Math Regents Courses

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

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

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

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Within thirty calendar days of the first student attendance day, each Director will consult with each teacher he/she supervises before finalizing one or more individual or group SLOs for that teacher. The consultation will include a review of relevant student data and consideration of the teacher's work performance. Using that process, individual growth targets will be set. HEDI points will be assigned based on the percentage of students meeting or exceeding their growth. Based on our student population, the BOCES will not be offering Geometry and Algebra 2 this year. We are offering both the integrated Algebra Regents and the Common Core Regents. See 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	94-100% of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	80-93% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	65-79% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-64% of students meet target

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Madison Oneida BOCES Locally Developed Assessment-ELA Grade 9

Grade 10 ELA	District, regional or BOCES-developed assessment	Madison Oneida BOCES Locally Developed Assessment -ELA Grade 10
Grade 11 ELA	Regents assessment	Comprehensive Regents English Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Within thirty calendar days of the first student attendance day, each Director will consult with each teacher he/she supervises before finalizing one or more individual or group SLOs for that teacher. The consultation will include a review of relevant student data and consideration of the teacher's work performance. Using that process, individual growth targets will be set. HEDI points will be assigned based on the percentage of students meeting or exceeding their growth. See 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	94-100% of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	80-93% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	65-79% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-64% of students meet target

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
See 2.10 attachment.		

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.	Within thirty calendar days of the first student attendance day, each Director will consult with each teacher he/she supervises before finalizing one or more individual or group SLOs for that teacher. The consultation will include a review of relevant student data and consideration of the teacher's work performance. Using that process, individual growth targets will be set. HEDI points will be assigned based on the percentage of
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	students meeting or exceeding their growth. See 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	94-100% of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	80-93% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	65-79% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-64% of students meet target

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

assets/survey-uploads/12186/507686-avH4IQNZMh/Section 2.1 0 Attachment submitted to SED 2013-11-15.docx

## 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/167060-TXEttx9bQW/Section 2.11 Attachment.doc

## 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.

None

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, February 10, 2014

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#### Page 1

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

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. 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 7<sup>th</sup> grade math State assessment compared to those same students’ performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students’ performance levels on the 3<sup>rd</sup> 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	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Grade 4 Assessment-ELA
5	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Grade 5 Assessment-ELA
6	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally developed Grade 6 Assessment- ELA

7	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Grade 7 Assessment-ELA
8	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Grade 8 Assessment- ELA

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.	In fall, the BOCES will administer a Locally Developed ELA Assessment (for each grade level). Within thirty calendar days of the first attendance day, each Director will consult with each teacher he/she supervises about the relevant assessment data before finalizing a growth or achievement goal. Specifically, the teacher may select a growth or achievement goal provided that A) Goals are comparable across grade and subject; and B) Every goal ultimately must be approved by the Director. Using that process, individual, class-wide or school-wide growth or achievement targets will be set. HEDI points will be assigned based on the percentage of students meeting or exceeding their growth or achievement. See 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	94-100% of students meet target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-93% of students meet target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-79% of students meet target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-64% of students meet target

### 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	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Grade 4 Assessment- Math
5	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Grade 5 Assessment-Math
6	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Grade 6 Assessment- Math

7	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Grade 7 Assessment- Math
8	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Grade 8 Assessment- Math

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.	In fall, the BOCES will administer a Locally Developed Math Assessment (for each grade level). Within thirty calendar days of the first attendance day, each Director will consult with each teacher he/she supervises about the relevant assessment data before finalizing a growth or achievement goal. Specifically, the teacher may select a growth or achievement goal provided that A) Goals are comparable across grade and subject; and B) Every goal ultimately must be approved by the Director. Using that process, individual, class-wide or school-wide growth or achievement targets will be set. HEDI points will be assigned based on the percentage of students meeting or exceeding their growth or achievement. See 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	94-100% of students will meet target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-93% of students will meet target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-79% of students will meet target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-64% of students will meet target

### 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/5139/167108-rhJdBgDruP/Sections 3.3, 3.13 & 8.1 attachment.doc

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

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

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

Measures based on:

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

1	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Grade 1 Assessment- ELA
2	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Grade 2 Assessment - ELA
3	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Grade 3 Assesment - ELA

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.	In fall, the BOCES will administer a Locally Developed ELA Assessment (for each grade level). Within thirty calendar days of the first attendance day, each Director will consult with each teacher he/she supervises about the relevant assessment data before finalizing a growth or achievement goal. Specifically, the teacher may select a growth or achievement goal provided that A) Goals are comparable across grade and subject; and B) When the teacher selects a growth goal, that growth goal must be different than the teacher’s growth goal on the “State Assessments and other Comparable Measures” subcomponent of his/her performance evaluation; and C) Every goal ultimately must be approved by the Director. Using that process, individual, class-wide or school-wide growth or achievement goals will be set. HEDI points will be assigned based on the percentage of students meeting or exceeding their growth or achievement. See 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	94-100% of students meet target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-93% of students meet target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-79% of students meet target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-64% of students meet 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	Madison Oneida BOCES Locally Developed Assessment Grade K- Math
1	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Assessment Grade 1- Math
2	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Assessment Grade 2- Math
3	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Assessment Grade 3 -Math

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.	In fall, the BOCES will administer a Locally Developed Math Assessment (for each grade level). Within thirty calendar days of the first attendance day, each Director will consult with each teacher he/she supervises about the relevant assessment data before finalizing a growth or achievement goal. Specifically, the teacher may select a growth or achievement goal provided that A) Goals are comparable across grade and subject; and B) When the teacher selects a growth goal, that growth goal must be different than the teacher’s growth goal on the “State Assessments and other Comparable Measures” subcomponent of his/her performance evaluation; and C) Every goal ultimately must be approved by the Director. Using that process, individual, class-wide or school-wide growth or achievement goals will be set. HEDI points will be assigned based on the percentage of students meeting or exceeding their growth or achievement. See 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	94-100% of students meet target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-93% of students meet target
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	65-79% of students meet target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-64% of students meet 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	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Assessment Grade 6- Science
7	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Grade 7- Science
8	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Grade 8- Science

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.	In fall, the BOCES will administer a Locally Developed Science Assessment (for each grade level). Within thirty calendar days of the first attendance day, each Director will consult with each teacher he/she supervises about the relevant assessment data before finalizing a growth or achievement goal. Specifically, the teacher may select a growth or achievement goal provided that A) Goals are comparable across grade and subject; and B) When the teacher selects a growth goal, that growth goal must be different than the teacher’s growth goal on the “State Assessments and other Comparable Measures” subcomponent of his/her performance evaluation; and C) Every goal ultimately must be approved by the Director. Using that process, individual, class-wide or school-wide growth or achievement goals will be set. HEDI points will be assigned based on the percentage of students meeting or exceeding their growth or achievement. See 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	94-100% of students meet target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-93% of students meet target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-79% of students meet target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-64% of students meet target

### 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	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Grade 6 Assessment- Social Studies

7	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Grade 7 Assessment- Social Studies
8	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Assessment Grade 8- Social Studies

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.	In fall, the BOCES will administer a Locally Developed Social Studies Assessment (for each grade level). Within thirty calendar days of the first attendance day, each Director will consult with each teacher he/she supervises about the relevant assessment data before finalizing a growth or achievement goal. Specifically, the teacher may select a growth or achievement goal provided that A) Goals are comparable across grade and subject; and B) When the teacher selects a growth goal, that growth goal must be different than the teacher’s growth goal on the “State Assessments and other Comparable Measures” subcomponent of his/her performance evaluation; and C) Every goal ultimately must be approved by the Director. Using that process, individual, class-wide or school-wide growth or achievement goals will be set. HEDI points will be assigned based on the percentage of students meeting or exceeding their growth or achievement. See 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	94-100% of students meet target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-93% of students meet target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-79% of students meet target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-64% of students meet target

### 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
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Global 1	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Assessment Global 1
Global 2	7) Student Learning Objectives	NY State Global 2 Regents
American History	7) Student Learning Objectives	NY State American History Regents

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.	In fall, the BOCES will administer a Regents or Locally Developed Social Studies Assessment (for each grade level). Within thirty calendar days of the first attendance day, each Director will consult with each teacher he/she supervises about the relevant assessment data before finalizing a growth or achievement goal. Specifically, the teacher may select a growth or achievement goal provided that A) Goals are comparable across grade and subject; and B) When the teacher selects a growth goal, that growth goal must be different than the teacher’s growth goal on the “State Assessments and other Comparable Measures” subcomponent of his/her performance evaluation; and C) Every goal ultimately must be approved by the Director. Using that process, individual, class-wide or school-wide growth or achievement goals will be set. HEDI points will be assigned based on the percentage of students meeting or exceeding their growth or achievement. See 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	94-100% of students meet target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-93% of students meet target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-79% of students meet target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-64% of students meet target

### 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	7) Student Learning Objectives	NY State Regents Living Environment
Earth Science	Not applicable	Not applicable
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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.	In fall, the BOCES will administer a Living Environment Regents. Within thirty calendar days of the first attendance day, each Director will consult with each teacher he/she supervises about the relevant assessment data before finalizing a growth or achievement goal. Specifically, the teacher may select a growth or achievement goal provided that A) Goals are comparable across grade and subject; and B) When the teacher selects a growth goal, that growth goal must be different than the teacher's growth goal on the "State Assessments and other Comparable Measures" subcomponent of his/her performance evaluation; and C) Every goal ultimately must be approved by the Director. Using that process, individual, class-wide or school-wide growth or achievement goals will be set. HEDI points will be assigned based on the percentage of students meeting or exceeding their growth or achievement. Based on our student population, the BOCES will not be offering Earth Science, Chemistry and Physics this year. See 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	94-100% of students meet target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-93% of students meet target
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-79% of students meet target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-64% of students meet target

### 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	7) Student Learning Objectives	NY State Integrated Algebra Regents and Common Core Regents
Geometry	Not applicable	Not Applicable
Algebra 2	Not applicable	Not Applicable

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.	In fall, the BOCES will administer a Algebra 1 Regents. Within thirty calendar days of the first attendance day, each Director will consult with each teacher he/she supervises about the relevant assessment data before finalizing a growth or achievement goal. Specifically, the teacher may select a growth or achievement goal provided that A) Goals are comparable across grade and subject; and B) When the teacher selects a growth goal, that growth goal must be different than the teacher’s growth goal on the “State Assessments and other Comparable Measures” subcomponent of his/her performance evaluation; and C) Every goal ultimately must be approved by the Director. Using that process, individual, class-wide or school-wide growth or achievement goals will be set. HEDI points will be assigned based on the percentage of students meeting or exceeding their growth or achievement. Based on our student population, the BOCES will not be offering Geometry and Algebra 2 this year. See 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	94-100% of students meet targets
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-93% of students meet targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-79% of students meet targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-64% of students meet targets

### 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	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Assessment Grade 9-ELA
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Madison Oneida BOCES Locally Developed Assessment Grade 10 ELA
Grade 11 ELA	7) Student Learning Objectives	NYS Comprehensive English Regents

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.	In fall, the BOCES will administer a Regents or Locally Developed ELA Assessment (for each grade level). Within thirty calendar days of the first attendance day, each Director will consult with each teacher he/she supervises about the relevant assessment data before finalizing a growth or achievement goal. Specifically, the teacher may select a growth or achievement goal provided that A) Goals are comparable across grade and subject; and B) When the teacher selects a growth goal, that growth goal must be different than the teacher’s growth goal on the “State Assessments and other Comparable Measures” subcomponent of his/her performance evaluation; and C) Every goal ultimately must be approved by the Director. Using that process, individual, class-wide or school-wide growth or achievement goals will be set. HEDI points will be assigned based on the percentage of students meeting or exceeding their growth or achievement. See 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	94-100% of students meet target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-93% of students meet target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-79% of students meet target

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

0-64% of students meet target

### 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
see Section 3.12 attachment		

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.	In fall, the BOCES will administer a Locally Developed Assessment (for each course or subject). Within thirty calendar days of the first attendance day, each Director will consult with each teacher he/she supervises about the relevant assessment data before finalizing a growth or achievement goal. Specifically, the teacher may select a growth or achievement goal provided that A) Goals are comparable across grade and subject; and B) When the teacher selects a growth goal, that growth goal must be different than the teacher’s growth goal on the “State Assessments and other Comparable Measures” subcomponent of his/her performance evaluation; and C) Every goal ultimately must be approved by the Director. Using that process, individual, class-wide or school-wide growth or achievement goals will be set. HEDI points will be assigned based on the percentage of students meeting or exceeding their growth or achievement. See 3.12 & 3.13 attachments.	
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	94-100% of students meet target	
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-93% of students meet target	
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-79% of students meet target	
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-64% of students meet 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)

assets/survey-uploads/12149/507687-Rp0OI6pk1T/Section 3.12 attachment submitted to SED 2013-11-15.doc

### 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/5139/167108-y92vNseFa4/Sections 3.3, 3.13 & 8.1 attachment.doc

### 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.

The BOCES provides educational services to a wide range of students. Some students, as a result of home and personal challenges unrelated to the BOCES, do not attend school as often as is typical of public school students. To improve student attendance, the BOCES utilizes an attendance policy and implements student attendance improvement strategies. The BOCES also trains employees on its attendance tracking protocols to: 1) Ensure that enrolled students, in accordance with teacher of record policies, will be included and may not be excluded; 2) Ensure that the application of this locally developed control is rigorous, fair and transparent; and 3) Ensure data accuracy and integrity.

However, since a teacher's ability to improve student achievement or growth is affected by the student's absence from school, the BOCES adjusts local measures for student attendance as follows:

Average Student Attendance Between 65% and 51% (including 65% and 51%): If at the end of the school year, the average attendance of students within a particular teacher's SLO is between 65% and 51% (including 65% and 51%), one point will be added to the teacher's local measures subcomponent score.

Average Student Attendance Below 51%: If at the end of the school year, the average attendance of students within a particular teacher's SLO is below 51%, two points will be added to the teacher's local measures subcomponent score.

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

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

Teachers with more than one locally selected measure will have their scores combined commensurate with the ratio of students tested.

### 3.16) Assurances

Please check all of the boxes below:

3.16) Assurances   Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances   Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked

3.16) Assurances	Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances	Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances	Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances	Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances	If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances	Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, July 09, 2013

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

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]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

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.

60% of each teacher's performance evaluation will be based on the Danielson 2007 Rubric. Specifically, each teacher will be given a score of 1 through 4 on each element in the rubric (1= ineffective, 2 = developing, 3= effective, 4= highly effective). The scores of the elements in each domain are averaged to determine the "Domain Score". The four "Domain Scores" are averaged to determine the teacher's " Rubric Score" between 1 and 4, which then converts to the "HEDI Score" per the attached table. After all observations are completed, one (and only one) Rubric Score shall be given.

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/5091/169555-eka9yMJ855/Section 4.5 attachment\_1.doc

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A rubric score of 3.7-4.0 converts to a HEDI score of 59-60 . See section 4.5 description and attachment
Effective: Overall performance and results meet NYS Teaching Standards.	A rubric score of 2.9-3.6 converts to a HEDI score of 57-58. See section 4.5 description and attachment
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A rubric score of 1.9- 2.8 converts to a HEDI score of 50-56. See section 4.5 description and attachment
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A rubric score of 1.0- 1.8 converts to a HEDI score of 0-49. See section 4.5 description and attachment

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, May 17, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

##### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

Created Tuesday, April 30, 2013

Updated Friday, May 17, 2013

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. 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/5265/169577-Df0w3Xx5v6/Section 6.2 attachment\_1.doc

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The following procedure is the exclusive means for initiating, reviewing and resolving any and all challenges to a teacher's performance review and/or TIP.

A. Who May Appeal: A teacher who receives a CES of "Ineffective" may appeal his/her performance review. Scores or ratings of "Developing," "Effective," or "Highly Effective" cannot be appealed.

B. Basis of Appeal: A teacher may appeal only: 1) The substance of his/her annual professional performance review; 2) The BOCES' adherence to the standards and methodologies required by the APPR provisions of the Education Law; 3) The BOCES' adherence to the APPR regulations of the Commissioner of Education; 4) The BOCES' adherence to the APPR procedures contained in this collective bargaining agreement; or 5) The BOCES' implementation of the terms of the teacher's TIP plan.

C. Multiple Appeals & Untimely Appeals Prohibited: A teacher may appeal his/her performance review or TIP only once. Multiple appeals of the same performance review or TIP are not permitted. All grounds for appealing a particular performance review or TIP must be raised within the same appeal, or shall be deemed waived. If a teacher does not adhere to the deadlines indicated in this Article, the right of appeal shall be deemed waived. If the BOCES does not adhere to the deadlines indicated in this Article, the appeal shall be deemed moved to the next level of appeal.

D. Substantial Evidence Required: In an appeal, the teacher has the burden of proving by substantial evidence the merits of his/her appeal.

E. Timing and Content of Appeal: A teacher wishing to initiate an appeal must submit an email message to his or her supervisor, requesting a Supervisor Meeting. The email request must be delivered to the supervisor between September 1st and September 21st immediately following receipt of the teacher's receipt of his/her CES Score, and must detail with specificity, the basis of the appeal.

F. Supervisor Meeting: A supervisor who receives an email request for a Supervisor Meeting will schedule a Supervisor Meeting with the requesting teacher, within thirty calendar days of the email request for a Supervisor Meeting. If the basis of the teacher's appeal arises from an observation conducted by an evaluator other than the supervisor, the supervisor will invite the observing evaluator. The scope of the Supervisor Meeting shall be limited to the basis of the appeal. The teacher must bring to the Supervisor Meeting, all information and evidence he/she wants considered at any level of appeal.

G. DS Hearing: If a teacher does not agree with the outcome of the Supervisor's Meeting, the teacher may request a DS Hearing. To request a DS Hearing, the teacher must email the supervisor who conducted the teacher's Supervisor Meeting, a request for a DS Hearing. The email must be delivered to the supervisor within fifteen calendar days of the Supervisor Meeting. The teacher must copy the President or Vice President on his/her email request for a DS Hearing. The DS will conduct the DS Hearing within thirty calendar days of the email request for a DS Hearing. The scope of the DS Hearing shall be limited to the basis of the appeal.

H. Final Written Decision: The DS shall provide the teacher (and either the President or Vice President) with a copy of his/her final written decision within thirty calendar days of the DS Hearing. The Final Written Decision shall be considered final, complete and binding upon issuance. The Final Written Decision of the DS cannot be challenged through the grievance procedure and cannot be the subject of any further appeal in any forum.

## 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.

The Madison Oneida BOCES Board of Education will ensure that all lead evaluators and evaluators are trained and certified/recertified in accordance with regulation. It is our goal that all evaluators are trained as lead evaluators. The BOCES will utilize the Madison Oneida BOCES Network team evaluator/ lead evaluator training in accordance with SED procedures and processes.

Specifically, certification and recertification training for evaluators and lead evaluators will consist of a minimum of one day annually. As part of the training, each evaluator and lead evaluator will receive training on the nine elements listed below and on inter-rater reliability. Recertification is required annually.

(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

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Friday, May 17, 2013

## Page 1

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

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

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

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
9-12
(No response)

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

Please check the boxes below:

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

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.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in 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.

None

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, July 09, 2013

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## Page 1

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

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

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

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

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 growth 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
K-12	(d) measures used by district for teacher evaluation	Madison Oneida BOCES K-12 Locally Developed Subject Specific Assessments
9-12	(d) measures used by district for teacher evaluation	Madison Oneida BOCES 9-12 Locally Developed CTE Subject Specific Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	In fall, the BOCES will administer a Locally Developed Assessment (for each subject and grade level). Within thirty calendar days of the first attendance day, each Supervisor will consult with each principal he/she supervises about the relevant assessment data before finalizing a growth or achievement goal. Specifically, the principal may select a growth or achievement goal provided that every goal ultimately must be approved by the Supervisor. Using that process, growth or achievement targets will be set. HEDI points will be assigned based on the percentage of students meeting or exceeding their growth or achievement. See 8.1.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	94-100% of students meet targets

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-93% of students meet targets
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-79% of students meet targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-64% of students meet targets

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/5366/169399-qBFVOWF7fC/Sections 3.3, 3.13 & 8.1 attachment.doc

## 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
N/A		N/A

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in 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.

NONE

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

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

Principals with more than one locally selected measure will have their scores combined commensurate with the ratio of students tested.

### 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 Tuesday, July 09, 2013

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## Page 1

### 9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

### 9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the 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
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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)
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### 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)
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9.4) Sources of Evidence (if applicable)   School visits by other trained evaluators	(No response)
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9.4) Sources of Evidence (if applicable)   Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)
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### 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.

Sixty percent of each principal's performance evaluation will be based the Multidimensional Rubric. Specifically, each principal will be given a score of 1 through 4 on each element in the rubric (1 = Ineffective; 2 = Developing; 3 = Effective; 4 = Highly Effective). The scores of the elements within each domain are averaged to determine the "Domain Score." The six "Domain Scores" are averaged to determine the principal's "Rubric Score" between 1 and 4, which then converts to the "HEDI Scores" indicated in the attached chart. After all observations are completed, one (and only one) Rubric Score shall be given. (See 9.7 Attachment).

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/5143/169412-pMADJ4gk6R/Section 9.7 Attachment.doc](#)

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

Highly Effective: Overall performance and results exceed standards.	Highly effective results in a rubric score of 3.7 - 4.0.
Effective: Overall performance and results meet standards.	Effective results in a rubric score of 2.9 - 3.6.
Developing: Overall performance and results need improvement in order to meet standards.	Developing results in a rubric score of 1.9 - 2.8.
Ineffective: Overall performance and results do not meet standards.	Ineffective results in a rubric score of 1.0 - 1.8.

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 Friday, May 17, 2013

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## Page 1

### **Standards for Rating Categories**

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

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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 Friday, May 17, 2013

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/169422-Df0w3Xx5v6/Section 11.2 attachment.doc>

### 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:

The following procedure is the exclusive means for initiating, reviewing and resolving any and all challenges to a principal's performance review and/or PIP.

A. Who May Appeal: A principal who receives a CES of "Ineffective" may appeal his/her performance review. Scores or ratings of "Developing," "Effective," or "Highly Effective" cannot be appealed.

B. Basis of Appeal: A principal may appeal only: 1) The substance of his/her annual professional performance review; 2) The BOCES' adherence to the standards and methodologies required by the APPR provisions of the Education Law; 3) The BOCES' adherence to the APPR regulations of the Commissioner of Education; 4) The BOCES' adherence to these APPR procedures; or 5) The BOCES' implementation of the terms of the principal's PIP plan.

C. Multiple Appeals & Untimely Appeals Prohibited: A principal may appeal his/her performance review or PIP only once. Multiple appeals of the same performance review or PIP are not permitted. All grounds for appealing a particular performance review or PIP must be raised within the same appeal, or shall be deemed waived. If a principal does not adhere to the deadlines indicated in this appeals process, the right of appeal shall be deemed waived. If the BOCES does not adhere to the deadlines indicated in this appeals process, the appeal shall be deemed moved to the next level of appeal.

D. Substantial Evidence Required: In an appeal, the principal has the burden of proving by substantial evidence the merits of his/her appeal.

E. Timing and Content of Appeal: A principal wishing to initiate an appeal must submit an email message to his or her supervisor, requesting a Supervisor Meeting. The email request must be delivered to the supervisor between September 1st and September 21st, immediately following the principal's receipt of his/her CES Score, and must detail with specificity, the basis of the appeal.

F. Supervisor Meeting: A supervisor who receives an email request for a Supervisor Meeting will schedule a Supervisor Meeting with the requesting principal, within thirty calendar days of the email request for a Supervisor Meeting. The scope of the Supervisor Meeting shall be limited to the basis of the appeal. The principal must bring to the Supervisor Meeting, all information and evidence he/she wants considered at any level of appeal.

G. Final Meeting: If a principal does not agree with the outcome of the Supervisor's Meeting, the principal may request a Final Meeting. To request a Final Meeting, the principal must email the supervisor who conducted the principal's Supervisor Meeting, a request for a Final Meeting. The email must be delivered to the supervisor within fifteen calendar days of the Supervisor Meeting. The Final Meeting will be conducted within thirty calendar days of the email request for a Final Meeting. The scope of the Final Meeting shall be limited to the basis of the appeal.

H. Final Meeting & Final Written Decision: The District Superintendent shall designate an administrator to hold a Final Meeting. The Designated Administrator shall provide the principal with a Final Written Decision within thirty calendar days of the Final Meeting. The Final Written Decision shall be considered final, complete and binding upon issuance. The Final Written Decision cannot be challenged in any other forum.

## 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.

The Madison Oneida BOCES Board of Education will ensure that all lead evaluators and evaluators are trained and certified/recertified in accordance with regulation. It is our goal that all evaluators are trained as lead evaluators. The BOCES will utilize the Madison Oneida BOCES Network team evaluator/ lead evaluator training in accordance with SED procedures and processes.

Specifically, certification and recertification training for evaluators and lead evaluators will consist of a minimum of one day annually. As part of the training, each evaluator and lead evaluator will receive training on the nine elements listed below and on inter-rater reliability. Recertification is required annually.

(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

## 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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals   Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which 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 Friday, February 28, 2014

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

[assets/survey-uploads/12158/507696-3Uqgn5g9Iu/2014-02-28 MO BOCES Joint Certification.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.

**Section 2.10 Attachment  
All Other Courses**

<b>Courses or Subjects</b>	<b>Option</b>	<b>Assessment</b>
Special Education K-2	District, Regional or BOCES developed	Madison Oneida (MO) BOCES locally developed Grades K-2 in ELA and Math
Special Education 3-5	State Assessment	NYS Assessments Grades 3-5 in ELA and Math or NYSAA
Special Education 6-8	State Assessment	NYS Assessments Grades 6-8 in ELA and Math or NYSAA
Special Education 6-8	District, Regional, or BOCES developed	Madison Oneida BOCES locally developed Assessments Grades 6-8
Special Education 9-12	State Assessment	NYS Regents Examinations or NYSAA
Special Education 9-12	District Regional, or BOCES developed	Madison Oneida BOCES locally developed Assessments Grades 9-12
Alt Ed 5-6	State Assessment	NYS Assessments Grades 5 & 6 in ELA and Math
Alt Ed 7-8	State Assessment	NYS Assessments Grades 7 & 8 in ELA and Math
Alt Ed 7-8	District , Regional, or BOCES developed	Madison Oneida BOCES locally developed assessments grades 7-8
High School Health	District, Regional or BOCES developed	MO BOCES locally developed Grades 9-12 in Health
Physical Education K-12	District, Regional or BOCES developed	MO BOCES regionally developed Grades K-12 in Fitness
Technology 9-12	District, Regional or BOCES developed	MO BOCES locally developed Grades 9-12 in Technology
Spanish 9	District, Regional or BOCES developed	MO BOCES locally developed Second Language Proficiency equivalent exam in Spanish
High School Art	District, Regional or BOCES developed	MO BOCES locally developed Grade 9-12 in Art
ESL K-12	State Assessment	NYSESLAT (ESL Grades K-12)
Speech K-12	District, Regional or BOCES developed	MO BOCES locally developed Grades K-12 in Speech

Librarian K-12	District, Regional or BOCES developed	MO BOCES locally developed K-12 in Library Science
9-12 Alt Ed Math	District, Regional or BOCES developed	MO BOCES locally developed Grades 9-12 in Math
9-12 Alt Ed Math	State Assessment	New York State Regents Exam in Integrated Algebra and Common Core, or Geometry
9-12 Alt Ed Science	District, Regional or BOCES developed	MO BOCES locally developed Grades 9-12 in Science
9-12 Alt Ed Science	State Assessment	New York State Regents Exam in Living Environment
9-12 Alt Ed English	District, Regional or BOCES developed	MO BOCES locally developed Grades 9-12 in English
9-12 Alt Ed English	State Assessment	New York State Comprehensive Regents Exam in English
9-12 Alt Ed Social Studies	District, Regional or BOCES developed	MO BOCES locally developed Grades 9-12 in Social Studies
9-12 Alt Ed Social Studies	State Assessment	New York State Regents Exam in Global History or US History and Government
Auto Body Repair	District, Regional or BOCES developed	Regionally Developed Zone 2 Grades 11-12 Course specific CTE Assessments
Automotive Technology	District, Regional or BOCES developed	Regionally Developed Zone 2 Grades 11-12 Course Specific CTE Assessments
Career Exploration	District, Regional or BOCES developed	Regionally Developed Zone 2 Grades 9-10 Course Specific CTE Assessments
Carpentry	District, Regional or BOCES developed	Regionally Developed Zone 2 Grades 11-12 Course Specific CTE Assessments
Computer Programming	Approved 3 <sup>rd</sup> Party Assessment	Microsoft Office Specialist Grades 11-12 Certiport, Inc.
Conservation	District, Regional or BOCES developed	Regionally Developed Zone 2 Grades 11-12 Course Specific CTE Assessments

Cosmetology	District, Regional or BOCES developed	Regionally Developed Zone 2 Grades 11-12 Course Specific CTE Assessments
Criminal Justice	Approved 3 <sup>rd</sup> Party Assessment	NOCTI – Criminal Justice Grades 11-12
Culinary Arts	Approved 3 <sup>rd</sup> Party Assessment	NYSRAEF Foundations of Restaurant Management and Culinary Arts Level 1 or 2, Grades 11-12
Early Childhood Education	Approved 3 <sup>rd</sup> Party Assessment	NOCTI – Early Childhood Education and Care (basic), Grades 11-12
Electrical/HVAC	Approved 3 <sup>rd</sup> Party Assessment	NOCTI – Electrical Construction Technology Grades 11-12
Emergency Medical Services	District, Regional or BOCES developed	Regionally Developed Zone 2 Grades 11-12 Course Specific CTE Assessments
Engineering Science	District, Regional or BOCES developed	Madison – Oneida BOCES Locally Developed Comprehensive Engineering Assessment Grades 11-12
Equine Science	District, Regional or BOCES developed	Regionally Developed Zone 2 Grades 11-12 Course Specific CTE Assessments
Foundations of CTE	District, Regional or BOCES developed	Regionally Developed Zone 2 Grade 10 Course Specific CTE Assessments
Graphic Design	District, Regional or BOCES developed	Regionally Developed Zone 2 Grades 11-12 Course Specific CTE Assessments
Health Professions	District, Regional or BOCES developed	Regionally Developed Zone 2 Grades 11-12 Course Specific CTE Assessments
Heavy Equipment Operation	District, Regional or BOCES developed	Regionally Developed Zone 2 Grades 11-12 Course Specific CTE Assessments
IT Systems/CISCO	District, Regional or BOCES developed	Regionally Developed Zone 2 Grades 11-12 Course Specific CTE Assessments
New Ventures	District, Regional or BOCES developed	Regionally Developed Zone 2 Grades 11-12 Course Specific CTE Assessments
Nurse Assisting	District, Regional or BOCES developed	Regionally Developed Zone 2 Grades 11-12 Course Specific CTE Assessments
Outdoor Power Equipment	District, Regional or BOCES developed	Regionally Developed Zone 2 Grades 11-12 Course Specific CTE Assessments

Pre-Nursing	District, Regional or BOCES developed	Regionally Developed Zone 2 Grades 11-12 Course Specific CTE Assessments
Vocational Technical Preparation	District, Regional or BOCES developed	Regionally Developed Zone 2 Grades 11-12 Course Specific CTE Assessments

**Section 2.11 Attachment**  
**Student Growth on State Assessments or Other Comparable Measures**

When an SLO is used in the “Student Growth on State Assessments or other Comparable Measures” portion of a teacher’s or principal’s performance evaluation, the following chart will be used for assigning HEDI Categories:

<b>Highly Eff.</b>			<b>Effective</b>									<b>Developing</b>					<b>Ineffective</b>			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-99	98-97	96-94	93	92	91	90	89-88	87-86	85-84	83	82-80	79	78	77-76	75-73	72-69	68-65	64-61	60-56	55-0

- Top number is HEDI score.
- Bottom number is percentage of students who meet their established targets.

## Sections 3.3, 3.13 & 8.1 Attachment Locally Selected Measures of Student Achievement

When the “Locally Selected Measures of Student Achievement” part of a teacher’s or principal’s performance evaluation is 20% of his/her complete evaluation, the following chart will be used for assigning HEDI Categories:

<b>Highly Eff.</b>			<b>Effective</b>									<b>Developing</b>					<b>Ineffective</b>			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-99	98-97	96-94	93	92	91	90	89-88	87-86	85-84	83	82-80	79	78	77-76	75-73	72-69	68-65	64-61	60-56	55-0

- Top number is HEDI score.
- Bottom number is percentage of students who meet their established targets.

When the “Locally Selected Measures of Student Achievement” part of a teacher’s or principal’s performance evaluation is 15% of his/her complete evaluation, the following chart will be used for assigning HEDI Categories:

<b>Highly Eff.</b>		<b>Effective</b>						<b>Developing</b>					<b>Ineffective</b>		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97	96-94	93-91	90-89	88-86	85-83	82-81	80	79-76	75-72	71-69	68-66	65	43-64	21-42	0-20

- Top number is HEDI score.
- Bottom number is percentage of students who meet their established targets.

**Section 3.12 Attachment**  
**All Other Courses**

Course or Subject	Locally Selected Measure	Assessment
Special Education K-2	District-Regional- BOCES Developed	Madison Oneida (MO) BOCES locally developed Grades K-2 in ELA and Math
Special Education 3-5	District-Regional- BOCES Developed	MO BOCES locally developed Grades 3-5 in ELA and Math
Special Education 6-8	District-Regional- BOCES Developed	MO BOCES locally developed Grades 6-8 in ELA and Math
Special Education 9-12	District-Regional- BOCES Developed	MO BOCES locally developed Grades 9-12 in ELA and Math
Alt Ed 5-6	District-Regional- BOCES Developed	MO BOCES locally developed grades 5-6 ELA & Math
Alt Ed 7-8	District-Regional- BOCES Developed	MO BOCES locally developed grades 7-8 ELA & Math
High School Health	District-Regional- BOCES Developed	MO BOCES locally developed grades 9-12 Health
Physical Education K-12	District-Regional- BOCES Developed	MO BOCES regionally developed grades K-12 Physical Education
Technology 9-12	District-Regional- BOCES Developed	MO BOCES locally developed grades 9-12 Technology
Spanish 9	District-Regional- BOCES Developed	MO BOCES locally developed grade 9 Spanish
High School Art	District-Regional- BOCES Developed	MO BOCES locally developed grades 9-12 High School Art
ESL K-12	Teacher Specific Achievement or Growth Score Computed Locally	NYSESLAT (grades K-12)
Speech K-12	District-Regional- BOCES Developed	MO BOCES locally developed grades K-12 Speech
9-12 Alt Ed English	District-Regional- BOCES Developed	MO BOCES locally developed grades 9-12 English
9-12 Alt Ed Math	District-Regional- BOCES Developed	MO BOCES locally developed grades 9-12 Math
9-12 Alt Ed Science	District-Regional- BOCES Developed	MO BOCES locally developed grades 9-12 Science
9-12 Alt Ed Social Studies	District-Regional- BOCES Developed	MO BOCES locally developed grades 9-12 Social studies
All CTE Courses	District-Regional- BOCES Developed	BOCES CTE locally developed assessments (for each course and grade level)

## Sections 3.3, 3.13 & 8.1 Attachment

### Locally Selected Measures of Student Achievement

When the “Locally Selected Measures of Student Achievement” part of a teacher’s or principal’s performance evaluation is 20% of his/her complete evaluation, the following chart will be used for assigning HEDI Categories:

<b>Highly Eff.</b>			<b>Effective</b>									<b>Developing</b>					<b>Ineffective</b>			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-99	98-97	96-94	93	92	91	90	89-88	87-86	85-84	83	82-80	79	78	77-76	75-73	72-69	68-65	64-61	60-56	55-0

- Top number is HEDI score.
- Bottom number is percentage of students who meet their established targets.

When the “Locally Selected Measures of Student Achievement” part of a teacher’s or principal’s performance evaluation is 15% of his/her complete evaluation, the following chart will be used for assigning HEDI Categories:

<b>Highly Eff.</b>		<b>Effective</b>						<b>Developing</b>					<b>Ineffective</b>		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97	96-94	93-91	90-89	88-86	85-83	82-81	80	79-76	75-72	71-69	68-66	65	43-64	21-42	0-20

- Top number is HEDI score.
- Bottom number is percentage of students who meet their established targets.

## Section 4.5 Attachment Other Measures of Effectiveness

### Process for Assigning Points and Determining HEDI Ratings

Sixty percent of each teacher's performance evaluation will be based the Danielson 2007 Rubric. Specifically, each teacher will be given a score of 1 through 4 on each element in the rubric (1 = Ineffective; 2 = Developing; 3 = Effective; 4 = Highly Effective). The scores of the elements within each domain are averaged to determine the "Domain Score." The four "Domain Scores" are averaged to determine the teacher's "Rubric Score" between 1 and 4, which then converts to the following "HEDI Scores":

<b>Highly Effective (Distinguished)</b>	4.0	3.9	3.8	3.7
(points out of 60)	60	60	59	59

<b>Effective (Proficient)</b>	3.6	3.5	3.4	3.3	3.2	3.1	3.0	2.9
(points out of 60)	58	58	58	58	57	57	57	57

<b>Developing (Basic)</b>	2.8	2.7	2.6	2.5	2.4	2.3	2.2	2.1	2.0	1.9
(points out of 60)	56	56	56	56	55	54	53	52	51	50

<b>Ineffective (Unsatisfactory)</b>	1.8	1.7	1.6	1.5	1.4	1.3	1.2	1.1	1.0
(points out of 60)	49	49	42	35	28	21	14	7	0

**Section 6.2 Attachment – Teacher Improvement Plan  
Madison – Oneida BOCES Teacher Improvement Plan**

Teacher \_\_\_\_\_ Supervisor \_\_\_\_\_ Date(s) of meeting \_\_\_\_\_

<b>Identified Goal/ Area(s) in need of improvement</b>	<b>Evidence of Need</b>	<b>Action steps to be taken by teacher to include professional learning activities</b>	<b>Date/Timeline by Which Learning Will Be Implemented</b>	<b>Documentation of Evidence (Improvement of Learning)</b>	<b>Support to be Provided by Supervisor (Differentiated Activities)</b>

The teacher, \_\_\_\_\_, agrees to follow through on the plan.

The supervisor, \_\_\_\_\_, agrees to provide appropriate support for the teacher to achieve his or her goal(s).

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

## Sections 3.3, 3.13 & 8.1 Attachment Locally Selected Measures of Student Achievement

When the “Locally Selected Measures of Student Achievement” part of a teacher’s or principal’s performance evaluation is 20% of his/her complete evaluation, the following chart will be used for assigning HEDI Categories:

Highly Eff.			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-99	98-97	96-94	93	92	91	90	89-88	87-86	85-84	83	82-80	79	78	77-76	75-73	72-69	68-65	64-61	60-56	55-0

- Top number is HEDI score.
- Bottom number is percentage of students who meet their established targets.

When the “Locally Selected Measures of Student Achievement” part of a teacher’s or principal’s performance evaluation is 15% of his/her complete evaluation, the following chart will be used for assigning HEDI Categories:

Highly Eff.		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97	96-94	93-91	90-89	88-86	85-83	82-81	80	79-76	75-72	71-69	68-66	65	43-64	21-42	0-20

- Top number is HEDI score.
- Bottom number is percentage of students who meet their established targets.

## Section 9.7 Attachment Other Measures of Effectiveness

### Process for Assigning Points and Determining HEDI Ratings

Sixty percent of each principal's performance evaluation will be based the Multidimensional Rubric. Specifically, each principal will be given a score of 1 through 4 on each element in the rubric (1 = Ineffective; 2 = Developing; 3 = Effective; 4 = Highly Effective). The scores of the elements within each domain are averaged to determine the "Domain Score." The six "Domain Scores" are averaged to determine the principal's "Rubric Score" between 1 and 4, which then converts to the "HEDI Scores" indicated in the following chart.

<b>Highly Effective (Distinguished)</b>	4.0	3.9	3.8	3.7
(points out of 60)	60	60	59	59

<b>Effective (Proficient)</b>	3.6	3.5	3.4	3.3	3.2	3.1	3.0	2.9
(points out of 60)	58	58	58	58	57	57	57	57

<b>Developing (Basic)</b>	2.8	2.7	2.6	2.5	2.4	2.3	2.2	2.1	2.0	1.9
(points out of 60)	56	56	56	56	55	54	53	52	51	50

<b>Ineffective (Unsatisfactory)</b>	1.8	1.7	1.6	1.5	1.4	1.3	1.2	1.1	1.0
(points out of 60)	49	49	42	35	28	21	14	7	0

**Section 11.2 Attachment – Principal Improvement Plan  
Madison – Oneida BOCES Principal Improvement Plan**

Principal/Administrator \_\_\_\_\_ Supervisor \_\_\_\_\_ Date(s) of meeting \_\_\_\_\_

Identified Goal/ Area(s) in need of improvement	Evidence of Need	Action steps to be taken by Principal or Administrator to include professional learning activities	Date/Timeline by Which Learning Will Be Implemented	Documentation of Evidence (Improvement of Learning)	Support to be Provided by Supervisor (Differentiated Activities)

The Principal/Administrator, \_\_\_\_\_, agrees to follow through on the plan.

The Supervisor, \_\_\_\_\_, agrees to provide appropriate support for the principal to achieve his or her goal(s).

Principal/Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

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

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

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

The school district or BOCES and its collective bargaining agent(s), where applicable, also 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.

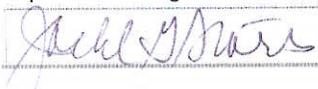
The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR plan will be returned or forfeited to the 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: 2/27/14  


Teachers Union President Signature:      Date: 02/25/14  


Administrative Union President Signature:      Date:  
N/A (no union)

Board of Education President Signature:      Date: 2-27-14  
