



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

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

August 30, 2012

Jason R. Van Fossen, Superintendent
Maine-Endwell Central School District
712 Farm to Market Road
Endwell, NY 13760

Dear Superintendent Van Fossen:

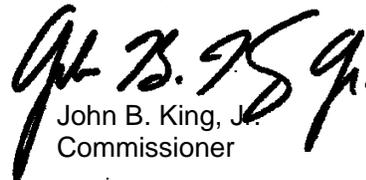
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: Allen Buyck

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

Annual Professional Performance Reviews: 2012-13

Created Friday, May 04, 2012

Updated Thursday, August 23, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 031101060000

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

031101060000

1.2) School District Name: MAINE-ENDWELL CSD

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

MAINE-ENDWELL CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Wednesday, June 06, 2012

Updated Tuesday, August 21, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Regional ELA K
1	District, regional, or BOCES-developed assessment	Regional ELA 1
2	District, regional, or BOCES-developed assessment	Regional ELA 2

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

2012-13 Teacher APPR Review Room 2.11 Upload - Student Learning Objective.docx

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	2012-13 Teacher APPR Review Room 2.11 Upload - Student Learning Objective.docx
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	2012-13 Teacher APPR Review Room 2.11 Upload - Student Learning Objective.docx - as documented, a teacher who meets their target of 25% gap closing will receive 17 points
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	2012-13 Teacher APPR Review Room 2.11 Upload - Student Learning Objective.docx
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2012-13 Teacher APPR Review Room 2.11 Upload - Student Learning Objective.docx

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	Regional ELA K
1	District, regional, or BOCES-developed assessment	Regional ELA 1
2	District, regional, or BOCES-developed assessment	Regional ELA 2

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	2012-13 Teacher APPR Review Room 2.11 Upload - Student Learning Objective.docx
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2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Regional Science 6
7	District, regional or BOCES-developed assessment	Regional Science 7

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	2012-13 Teacher APPR Review Room 2.11 Upload - Student Learning Objective.docx
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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	Regional SS 6 assessment
7	District, regional or BOCES-developed assessment	Regional SS 7 assessment
8	District, regional or BOCES-developed assessment	Regional SS 8 assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	2012-13 Teacher APPR Review Room 2.11 Upload - Student Learning Objective.docx
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Developing (3 - 8 points) Results are below District goals for similar students.

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

2012-13 Teacher APPR Review Room 2.11 Upload - Student Learning Objective.docx

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	District SS 9 assessment

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

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

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

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

2012-13 Teacher APPR Review Room 2.11 Upload - Student Learning Objective.docx

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	2012-13 Teacher APPR Review Room 2.11 Upload - Student Learning Objective.docx
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2012-13 Teacher APPR Review Room 2.11 Upload - Student Learning Objective.docx

2.8) High School Math Regents Courses

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

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

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

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

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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	District ELA 9 assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	District ELA 10 assessment
Grade 11 ELA	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	2012-13 Teacher APPR Review Room 2.11 Upload - Student Learning Objective.docx
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2012-13 Teacher APPR Review Room 2.11 Upload - Student Learning Objective.docx

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
Physical Education K-12	District, Regional or BOCES-developed	Regional K-12 Physical Education assessments

School Librarians K-12	District, Regional or BOCES-developed	Regional K-12 Librarian assessment
Art K-12	District, Regional or BOCES-developed	Regional K-12 Art assessment
Music K-5	District, Regional or BOCES-developed	Regional Music K-5 assessment
Orchestra 6-12	District, Regional or BOCES-developed	Regional Orchestra 6-12 assessment
Band 6-12	District, Regional or BOCES-developed	Regional Band 6-12 assessment
Chorus 6-12	District, Regional or BOCES-developed	Regional Chorus 6-12 assessment
General Music 6-7	District, Regional or BOCES-developed	Regional General Music 6-7 assessment
Technology 6-12	District, Regional or BOCES-developed	Regional Technology 6-12 assessment
Family & Career Science 6-8	District, Regional or BOCES-developed	Regional 6-8 Family and Career Science 6-8 assessment
Health 7-12	District, Regional or BOCES-developed	Regional Health 7-12 assessment
Spanish 8-12	District, Regional or BOCES-developed	Regional Spanish 8-12 assessment
French 8-12	District, Regional or BOCES-developed	Regional French 8-12 assessment
Speech K-12	District, Regional or BOCES-developed	Regional Speech K-12 assessment
English 12	District, Regional or BOCES-developed	Regional English 12 assessment
Business 9-12	District, Regional or BOCES-developed	Regional Business 9-12 assessment
Economics 12	District, Regional or BOCES-developed	Regional Economics 12 assessment
Participation in Government 12	District, Regional or BOCES-developed	Regional Grade 12 Participation in Government 12 assessment
All other teachers not named above	District, Regional or BOCES-developed	Regionally developed assessment by grade level

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	2012-13 Teacher APPR Review Room 2.11 Upload - Student Learning Objective.docx
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If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/139565-TXEttx9bQW/STUDENT LEARNING OBJECTIVES.docx

2.12) Locally Developed Controls

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

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

N/A

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures. Checked

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

3. Local Measures (Teachers)

Created Wednesday, June 06, 2012

Updated Tuesday, August 28, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(i) School-wide measure based on State-provided measure	Building wide goal based on a weighted average of Percent of Basic Proficiency on Grades 3-5 ELA State Assessment
5	6(i) School-wide measure based on State-provided measure	Building wide goal based on a weighted average of Percent of Basic Proficiency on Grades 3-5 ELA State Assessment

6	6(i) School-wide measure based on State-provided measure	Building wide goal based on a weighted average of Percent of Percent Basic Proficiency on Grades 6-8 ELA State Assessment
7	6(i) School-wide measure based on State-provided measure	Building wide goal based on a weighted average of Percent of Basic Proficiency on Grades 6-8 ELA State Assessment
8	6(i) School-wide measure based on State-provided measure	Building wide goal based on a weighted average of Percent of Percent Basic Proficiency on Grades 6-8 ELA State Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx -- as documented, a teacher who meets their target of 73% proficiency on state ELA assessments will receive 13 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(i) School-wide measure based on State-provided measure	Building wide goal based on a weighted average of Percent of Basic Proficiency on Grades 3-5 ELA State Assessment
5	6(i) School-wide measure based on State-provided measure	Building wide goal based on a weighted average of Percent of Basic Proficiency on Grades 3-5 ELA State Assessment
6	6(i) School-wide measure based on State-provided measure	Building wide goal based on a weighted average of Percent of Percent Basic Proficiency on Grades 6-8 ELA State Assessment
7	6(i) School-wide measure based on State-provided measure	Building wide goal based on a weighted average of Percent of Percent Basic Proficiency on Grades 6-8 ELA State Assessment
8	6(i) School-wide measure based on State-provided measure	Building wide goal based on a weighted average of Percent of Percent Basic Proficiency on Grades 6-8 ELA State Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-2013 Teacher APPR Review Room Local Measures Scale.docx -as documented, a teacher who meets their target of 73% proficiency on state ELA assessments will receive 13 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx

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/5139/139581-rhJdBgDruP/SCORING BANDS.docx](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	Grade K District ELA assessment
1	5) District, regional, or BOCES-developed assessments	Grade 1 District ELA assessment
2	5) District, regional, or BOCES-developed assessments	Grade 2 District ELA assessment
3	6(ii) School-wide measure computed locally	Percent Basic Proficiency on ELA State Assessment

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.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx -as documented, a teacher who meets their target of 67% proficiency on state ELA assessments will receive 17 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Grade K District ELA assessment
1	5) District, regional, or BOCES–developed assessments	Grade 1 District ELA assessment
2	5) District, regional, or BOCES–developed assessments	Grade 2 District ELA assessment
3	6(ii) School-wide measure computed locally	Percent Basic Proficiency on ELA State Assessment

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.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx -as documented, a teacher who meets their target of 67% proficiency on state ELA assessments will receive 17 points
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Percent Basic Proficiency on ELA State Assessment
7	6(ii) School wide measure computed locally	Percent Basic Proficiency on ELA State Assessment
8	6(ii) School wide measure computed locally	Percent Basic Proficiency on ELA State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx -as documented, a teacher who meets their target of 77% proficiency on state ELA assessments will receive 17 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Percent Basic Proficiency on ELA State Assessment
7	6(ii) School wide measure computed locally	Percent Basic Proficiency on ELA State Assessment
8	6(ii) School wide measure computed locally	Percent Basic Proficiency on ELA State Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx -as documented, a teacher who meets their target of 77% proficiency on state ELA assessments will receive 17 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Percent proficient on all Regents Examinations

Global 2	6(ii) School wide measure computed locally	Percent proficient on all Regents Examinations
American History	6(ii) School wide measure computed locally	Percent proficient on all Regents Examinations

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.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx -
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx -as documented, a teacher who meets their target of 77% proficiency on all NYS Regents assessments will receive 17 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Percent proficient on all Regents Examinations
Earth Science	6(ii) School wide measure computed locally	Percent proficient on all Regents Examinations
Chemistry	6(ii) School wide measure computed locally	Percent proficient on all Regents Examinations
Physics	6(ii) School wide measure computed locally	Percent proficient on all Regents Examinations

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.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx as documented, a teacher who meets their target of 77% proficiency on all NYS Regents assessments will receive 17 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Percent proficient on all Regents Examinations
Geometry	6(ii) School wide measure computed locally	Percent proficient on all Regents Examinations
Algebra 2	6(ii) School wide measure computed locally	Percent proficient on all Regents Examinations

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx as documented, a teacher who meets their target of 77% proficiency on all NYS Regents assessments will receive 17 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Percent proficient on all Regents Examinations
Grade 10 ELA	6(ii) School wide measure computed locally	Percent proficient on all Regents Examinations
Grade 11 ELA	6(ii) School wide measure computed locally	Percent proficient on all Regents Examinations

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	2012-13 Teacher APPR Review Room Local Measures Scale.docx

grade/subject.	as documented, a teacher who meets their target of 77% proficiency on all NYS Regents assessments will receive 17 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx

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
Physical Education K-2	6(ii) School wide measure computed locally	Grade K-2 Physical Education District ELA assessment
Physical Education 4-8	6(i) School-wide measure based on State-provided measure	Percent Basic Proficiency on ELA State Assessment
Physical Education 9-12	6(ii) School wide measure computed locally	Percent proficient on all Regents Examinations
Library K-2	6(ii) School wide measure computed locally	Grade K-2 Library District ELA assessment
Library 4-8	6(i) School-wide measure based on State-provided measure	Percent Basic Proficiency on ELA State Assessment
Library 9-12	6(ii) School wide measure computed locally	Percent proficient on all Regents Examinations
Art K-2	6(ii) School wide measure computed locally	Grade K-2 Art District ELA assessments
Art 4-8	6(i) School-wide measure based on State-provided measure	Percent Basic Proficiency on ELA State Assessment
Art 9-12	6(ii) School wide measure computed locally	Percent proficient on all Regents Examinations
Music K-2	6(ii) School wide measure computed locally	Grade K-2 Music District ELA assessment
Music 4-8	6(i) School-wide measure based on State-provided measure	Percent Basic Proficiency on ELA State Assessment
Music 9-12	6(ii) School wide measure computed locally	Percent proficient on all Regents Examinations
Technology 6-8	6(i) School-wide measure based on State-provided measure	Percent Basic Proficiency on ELA State Assessment
Technology 9-12	6(ii) School wide measure computed locally	Percent proficient on all Regents Examinations
Family and Career Science 6-8	6(i) School-wide measure based on State-provided measure	Percent Basic Proficiency on ELA State Assessment
Health 7-8	6(i) School-wide measure based on State-provided measure	Percent Basic Proficiency on ELA State Assessment

Health 9-12	6(ii) School wide measure computed locally	Percent proficient on all Regents Examinations
LOTE 8	6(i) School-wide measure based on State-provided measure	Percent Basic Proficiency on ELA State Assessment
LOTE 9-12	6(ii) School wide measure computed locally	Percent proficient on all Regents Examinations
Speech K-2	6(ii) School wide measure computed locally	Grade K-2 Speech District, regional, or BOCES-developed assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scalas documented, a teacher who meets their target of 77% proficiency on state assessments (ELA for K-8 and Regents examinations for 9-12)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2012-13 Teacher APPR Review Room Local Measures Scale.docx

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/5139/139581-Rp0Ol6pk1T/Form_3_12_All_Other_Courses\[1\]AUGUST_28_2012.doc](assets/survey-uploads/5139/139581-Rp0Ol6pk1T/Form_3_12_All_Other_Courses[1]AUGUST_28_2012.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/5139/139581-y92vNseFa4/TEACHER_LOCAL_SELECTED_MEASURE_AUGUST_20_2012_1.docx

3.14) Locally Developed Controls

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

N/A

3.15) Teachers with More Than One Locally Selected Measure

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

N/A

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, June 19, 2012

Updated Thursday, August 23, 2012

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	35
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	25

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

D. Multiple Measures of Effectiveness

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score shall be based solely on teacher observations. Thirty-five (35) points will be assessed via classroom visits, remaining 25 points will be assessed via year-end artifact review during summative observation. As part of the observation process, teachers are permitted to submit artifacts pertaining to any element of the rubric for consideration by an administrator during pre and post observation conferences. Annual goal setting shall not be required for teachers, except where necessary in setting Student Learning Objectives. The points for Tenured and Probationary Teacher will be allocated in the following manner:

Tenured Teachers (60 pts.) will consist of:
Formal Observation(s) = 25 pts.
Unannounced Observation(s) = 10 pts.
Artifact Review / Summative Observation = 25pts.

Probationary Teachers (60 pts.) will consist of:
First Formal Observation = 10 pts.
Additional Formal Observations (minimum of 1) = 15 pts.
Unannounced Observation(s) = 10 pts.
Artifact Review / Summative Observation = 25 pts

HEDI Ranges: Highly Effective=59-60, Effective=57-58, Developing=50-56, Ineffective=0-49

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/5091/143973-eka9yMJ855/TEACHER Scoring Methodology for the 60 AUGUST 23 2012.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	59-60 = highly effective - Overall performance and results exceed standards
Effective: Overall performance and results meet NYS Teaching Standards.	57-58 = effective - Overall performance and results meet standards
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	50-56 = developing - Overall performance and results need improvement in order ot meet standards
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-49 = ineffective - Overall performance and results do not meet standards

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60 = highly effective
Effective	57-58 = effective
Developing	50-56 = developing
Ineffective	0-49 = ineffective

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

4.6) Observations of Probationary Teachers Enter Total	3
--	---

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	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)

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Updated Tuesday, August 28, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, June 19, 2012

Updated Tuesday, August 21, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/143987-Df0w3Xx5v6/TEACHER IMPROVEMENT PLAN.docx>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

8.1 The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's annual professional performance review. The procedures contained herein are not available to

probationary teachers.

8.2 The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured teacher's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

8.3 This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

(1) A tenured teacher who receives a rating of "ineffective" or "developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.

(2) A tenured teacher may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.

(3) A tenured teacher may not file multiple appeals regarding the same annual performance review. All grounds for appealing a particular annual performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(4) Appeals concerning a tenured teacher's annual performance review must be received in the office of the Superintendent of Schools no later than September 10th. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher's right to appeal that performance review.

(5) An appeal committee will be convened consisting of two (2) administrators designated by the Superintendent and two (2) teachers designated by the Association President. The appeal committee shall be flexible and determined on a case by case basis.

(6) Under this appeals process the teacher has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by the preponderance of the credible evidence.

(7) A tenured teacher wishing to initiate an appeal must submit a detailed description of the precise point(s) of disagreement over his or her performance review on the APPR Appeals Form, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal to the Superintendent or his/her designee. E-mail or other electronic submissions are not permitted.

Any additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

(8) The teacher's failure to comply with the requirements of these procedures shall result in a waiver and/or denial of the appeal.

(9) The appeal committee will meet by September 25th to hear the appeal.

(10) The appeals committee shall issue a written decision on the merits of the appeal no later than October 5th.

(11) If the majority of the appeals committee dismisses or denies the appeal, the teacher's score and evaluation shall remain unchanged and the appeal process shall end, and the teacher shall be notified. The appeals committee's decision shall be final and binding and may not be reviewed or appealed further.

(12) If the appeals committee sustains the appeal, the committee shall issue a recommendation for an appropriate remedy to the Superintendent or his/her designee. The Superintendent or his/her designee will make the final determination regarding the appropriate resolution to the successful appeal.

(13) If the appeals committee fails to reach a majority decision, the appeal shall be forwarded to the Superintendent or his/her designee to review the appeal and then make a final determination regarding the appropriate resolution.

(14) The Superintendent or designee may not make a final decision regarding an appeal if he/she has conducted any observation of the tenured teacher during the year for which the appeal is filed.

(15) Procedural Appeal: In the event an administrator fails to follow negotiated APPR procedures, probationary and tenured teachers may file an immediate "Procedural Appeal" in writing to the Superintendent within five (5) school days of the alleged violation using

6.4) Training and Certification of Lead Evaluators and Evaluators

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

EVALUATOR TRAINING

6.1 The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

(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;

(4) Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher or principal's practice. District Administrators will work with BOCES Network team and the NYSUT Rubric to ensure rater inter-reliability. Administrators will review multiple video observations and score using the NYSUT rubric. The BOCES Network team member will train administrators on how to implement the rubric to ensure inter-reliability.

(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 locally selected measures of student achievement used by the district evaluate its teachers or principals;

(7) Use of the Statewide Instructional Reporting System;

(8) The scoring methodology 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; and

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

(10). Training will occur on an annual basis targeting use of Superintendent's Conference Days and other days as possible (e.g. - end of school year).

The Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, June 20, 2012

Updated Friday, June 29, 2012

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

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

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

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

	PK-5
	6-8
	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 provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Not Applicable	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	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.

assets/survey-uploads/5365/144369-lha0DogRNw/PRINCIPAL HEDI RATINGS.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

N/A

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, June 25, 2012

Updated Monday, August 20, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(a) achievement on State assessments	Weighted - Average of 3,4, and 5 ELA Proficiency on State Assessments
6-8	(a) achievement on State assessments	Weighted - Average of 6,7, and 8 ELA Proficiency on State Assessments
9-12	(a) achievement on State assessments	Weighted-average of all NYS Regents Examination scores of Proficiency

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.	See attachment
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment - a Principal who meets their target of 77% proficiency on state assessments will receive 13 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment

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/5366/145511-qBFVOWF7fC/LOCALLY SELECTED MEASURE.docx

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

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

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

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

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

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

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

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

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

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

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

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

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State

Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(a) achievement on State assessments	Weighted - Average of 3,4, and 5 ELA Proficiency on State Assessments
6-8	(a) achievement on State assessments	Weighted - Average of 3,4, and 5 ELA Proficiency on State Assessments
9-12	(a) achievement on State assessments	Weighted-average of all NYS Regents Examination scores of Proficiency

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.	See attached
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached - a Principal who meets their target of 77% proficiency on state assessments will earn 17 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached

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

(No response)

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

assets/survey-uploads/5366/145511-T8MlGWUVm1/LOCALLY SELECTED MEASURE.docx

8.3) Locally Developed Controls

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

N/A

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.

N/A

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Wednesday, June 20, 2012

Updated Friday, August 24, 2012

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9.1) Principal Practice Rubric

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

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

Marzano's School Administrator Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

4.2.1. The Marzano rubric will be the state approved principal's practice rubric and will be the basis for all observations/visits by the superintendent and the outside evaluator as well as the school records/reports review.

4.2.2. There will be a minimum of three (3) superintendent observations/visits. Two observation/visit dates will be collaboratively agreed between the superintendent and the principal, one (1) visit will be unannounced.

4.2.3. It is imperative that the principal receive constructive feedback from the superintendent. Constructive feedback will be sent to the principal in writing within 10 school days of the superintendent's observation/visit.

4.2.3.2. Areas of needed improvement will be completed in writing and will:

4.2.3.2.1. Correlate any improvement with the Marzano practice rubric.

4.2.3.2.2. Include directions for correcting any ineffective or developing ratings with sufficient specificity to present the principal with a clear path for improvement.

4.2.4. Observations/visits will be completed no later than May 31.

5. Practice Rubric Selection and Weighting

5.1. Based on its inclusion of the SED-approved list of rubrics, the Marzano rubric will be used to evaluate principals. Principals will be evaluated on the five (5) principal standards in the rubric. All standards will be weighted equally.

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

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/5143/144371-pMADJ4gk6R/PRINCIPAL Scoring of Observations AUG 21 2012.docx

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

Highly Effective: Overall performance and results exceed standards.	See attached
Effective: Overall performance and results meet standards.	See attached
Developing: Overall performance and results need improvement in order to meet standards.	See attached
Ineffective: Overall performance and results do not meet standards.	See attached

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
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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 Monday, June 25, 2012

Updated Tuesday, August 28, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Wednesday, June 20, 2012

Updated Tuesday, August 21, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/144374-Df0w3Xx5v6/PRINCIPAL IMPROVEMENT PLAN & FORM.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

9.1 The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal's annual professional performance review.

9.2 The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a principal's

annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

9.3 This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

(1) A principal who receives a rating of “ineffective” or “developing” may appeal his or her performance review. Ratings of “highly effective” or “effective” cannot be appealed.

(2) A principal may appeal only the substance of his or her performance review, the school district’s adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.

(3) A principal may not file multiple appeals regarding the same annual performance review. All grounds for appealing a particular annual performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(4) Appeals concerning a principal’s annual performance review must be received in the office of the Superintendent of Schools no later than September 10th. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher’s right to appeal that performance review.

(5) An appeal committee will be convened consisting of 3 members: the district will select one (1) member, the association president will select one (1) member and (1) member will be selected from a mutually agreed pool of evaluators who have been properly trained and certified. The Superintendent or person who issued the APPR or PIP shall not be allowed on the committee.

(6) Under this appeals process the principal has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by the preponderance of the credible evidence.

(7) A principal wishing to initiate an appeal must submit a detailed description of the precise point(s) of disagreement over his or her performance review on the APPR Appeals Form (appendix ??), along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal to the Superintendent or his/her designee. E-mail or other electronic submissions are not permitted.

Any additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

(8) The principal’s failure to comply with the requirements of these procedures shall result in a waiver and/or denial of the appeal.

(9) The appeal committee will meet by September 25th to hear the appeal.

(10) The appeals committee shall issue a written decision on the merits of the appeal no later than October 5th.

(11) If the majority of the appeals committee dismisses or denies the appeal, the principal’s score and evaluation shall remain unchanged, the appeal process shall end, and the principal shall be notified. The appeals committee’s decision shall be final and binding and may not be reviewed or appealed further.

(12) If the appeals committee sustains the appeal, the committee shall issue a recommendation for an appropriate remedy to the Superintendent or his/her designee. The appeals committee’s decision shall be final and binding and may not be reviewed or appealed further.

Procedural Appeal: In the event the lead evaluator fails to follow negotiated APPR a principal may file an immediate “Procedural Appeal” in writing to the Superintendent or his/her designee within five (5) school days of the alleged violation using the APPR Appeals Form. The Superintendent or his/her designee will make a decision and respond in writing within five (5) school days. The superintendent or his/her designee may not make a final decision regarding a procedural appeal if he or she participated in the event which is being appealed

11.4) Training and Certification of Lead Evaluators and Evaluators

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

2. *The Superintendent shall be the lead evaluator for the principals.*
3. *In order to implement the principal's Annual Professional Performance Review (APPR) the district agrees to document to the principal the following New York State requirements, (§30-2.3 ¶ b) annually, in writing, by July 15th. In the event that July 15th falls on a weekend the due date will be the nearest preceding work day.*
 - 3.1. *Verification of the courses and student rosters assigned to the principal.*
 - 3.2. *Method to be used for reporting to SED the individual subcomponent scores and the total composite effectiveness score.*
 - 3.3. *Assessment development (if applicable), security, and scoring processes utilized by the district.*
 - 3.4. *Assurance that assessments are not disseminated to students before dissemination to administration.*
 - 3.5. *Name(s) of evaluator(s), evaluator's certification and guarantees that evaluator has sufficient time/resources to complete his/her commitments. The principal will acknowledge receipt of the above items in writing.*
 - 3.6 *The Superintendent will ensure that all evaluators have been trained and and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include:*
 - (a) *Marzano Rubric and ISLIC Standards*
 - (b) *Evidence-based observation techniques that are grounded in research*
 - (c) *Application and use of the student growth percentile model and the value-added growth model*
 - (d) *Application and use of the Principal Rubric (Marzano) including training on the effective application of such rubrics to observe a principal's practice. The Superintendent will work with BOCES Network team and the Marzano Rubric to ensure rater inter-reliability as practical. The BOCES Network team will train the Superintendent on how to implement the Marzano rubric to ensure inter-reliability.*
 - 3.7 *Training will occur on an annual basis targeting the use of Superintendent's Conference Day's and other days as possible (e.g. - end of school year).*
 - 3.8 *The Superintendent will ensure that lead evaluators of Principals participate in annual training and are re-certified on an annual basis. The BOCES Network team will be utilized to provide the training and recertification. Any individual who fails to acheive required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.*

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
--	---------

11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
--	---------

11.7) Assurances -- Data Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked
--	---------

12. Joint Certification of APPR Plan

Created Tuesday, June 19, 2012

Updated Thursday, August 30, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/144005-3Uqgn5g9Iu/JOINT CERTIFICATION August 28 2012.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.

A. Student Growth Measures

20% is based on student growth on State assessments or other comparable measures of student growth (increased to 25% upon implementation of a value-added growth model). Student growth means the change in student achievement for an individual student between two or more points in time.

B. Student Learning Objectives

For teachers in subject areas that do not have a state assessment, their growth score will be based on Student Learning Objectives. A Student Learning Objective (“SLO”) is an academic goal for a teacher’s students that is set at the start of a course. It represents the most important learning for the year (or, semester, where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, State, or national standards, as well as any other school and District priorities.

The SLO process to be used in the District shall consist of a pre-test administered at the beginning of the class (in the first 5 weeks) and a final examination that will be administered at the end of the class. **If there is a state exam, it will be used as the end assessment.**

After the pre-test is administered and scored, a class average using those currently on the class roster will be calculated.

After the final examination is administered and scored, a class average using those currently on the class roster will be determined. Once the class average on the post-test is determined, the average Gap Closing percentage for the class shall be determined as follows:

$$\% \text{ Gap Closed} = (\text{Final Exam average} - \text{Pre-Test Average}) / (100 - \text{Pre-Test average})$$

The following scale will be used to determine points achieved by teacher for that class based on his/her growth percentage.

If multiple classes are used for that teacher’s SLO score, average the scores by the number of classes involved.

Band	% Gap Closed (as defined above)	Points out of 20
Highly effective	30% or greater	20
Highly effective	28-29%	19
Highly effective	26-27%	18
effective	25%	17
effective	24%	16
effective	23%	15
effective	22%	14
effective	21%	13
effective	20%	12
effective	19%	11
effective	18%	10
effective	17%	9

developing	16%	8
developing	15%	7
developing	14%	6
developing	13%	5
developing	12%	4
developing	11%	3
ineffective	6-10%	2
ineffective	1-5%	1
ineffective	0 or negative	0

17% Gap Closing shall be considered the minimal amount of growth to be considered effective. The minimal growth score to be effective shall be calculated as follows:

$$(100 - \text{Pre-Test class average}) \times 20\% = \text{Gap Closing to be effective}$$

If a teacher meets the target of 25% Gap Closing, they will receive 17 points.

ARTICLE IV
TEACHER EFFECTIVENESS

4.1 Annual professional performance reviews shall differentiate teacher effectiveness using a composite effectiveness score. Based on the teacher’s composite effectiveness score a classroom teacher shall be rated as either:

Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

4.2 The composite score is determined as follows:

<u>Value-Added</u>	<u>Model</u>
Student Growth Measures	25 points
Locally Selected Measures	15 points
Classroom Observation	60 points

OR

<u>No Value-Added Model</u>	
Student Growth Measures	20 points
Locally Selected Measures	20 points
Classroom Observation	60 points

Form 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 an attachment.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Speech 3	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Percent Basic proficiency on ELA Assessment
Speech 9-12	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Percent proficient on all Regents Examinations

Business 9-12	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Percent proficient on all Regents Examinations
Economics-12	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Percent proficient on all Regents Examinations
Participation in Government-12	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally 	Percent proficient on all Regents Examinations

	<ul style="list-style-type: none"> <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 	
ELA 3	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Percent Basic proficiency on ELA Assessment
Math 3	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally 	Percent Basic proficiency on ELA Assessment

	<ul style="list-style-type: none"> ○ 7) Student Learning Objectives 	
Physical Education 3	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure X 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Percent Basic proficiency on ELA Assessment
Library 3	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure X 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Percent Basic proficiency on ELA Assessment
Art 3	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED 	Percent Basic proficiency on ELA Assessment

	<ul style="list-style-type: none"> <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
Music 3	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Percent Basic proficiency on ELA Assessment

C. *Locally Selected Measures of Student Achievement*

20% of the composite effectiveness score is based on State assessments or other locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model).

Teachers teaching in the same building will all receive the same local score.

<u>Grade Levels</u>	<u>Assessment</u>
K-2	Building wide goal based on percent of students who achieved their grade level text level on a district measure.
3-5	Building wide goal based on a weighted average of the basic percent proficient on the State ELA exams.
6-8	Building wide goal based on a weighted average of the basic percent proficient on the State ELA exams.
9-12	Building wide goal based on a weighted average (using number of students taking a given exam) of the basic percent proficient on ALL regents exams in one year.

Where a teacher works in two buildings, that teacher's local score shall be determined by computing a weighted average of the points earned in the applicable school buildings. For instance, if a teacher works 40% in building A and 60% in building B, the teacher's local score shall be 40% of the points earned in building A and 60% of the points earned in building B.

Where a teacher works in a single elementary building in grades K-5 (such as physical education, art, special education or music), that teacher's local score shall be computed by averaging the entire K-5 in that building.

Scale to be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales.

Local Scale for 2012-2013 Achievement on K-2 Assessments

8-20-12

HEDI Levels	Percent of students at grade level K-2 Assessments	Points for the Local Measure (20 Points)	Points for Value-Added Growth Model (15 Points)
Highly effective	70-100	20	15
Highly effective	69	19	14
Highly effective	68	18	14
Effective	67	17	13
Effective	66	16	12
Effective	65	15	11
Effective	64	14	10
Effective	63	13	10
Effective	62	12	9
Effective	61	11	9
Effective	60	10	8
Effective	59	9	8
Developing	58	8	7
Developing	57	7	6
Developing	56	6	5
Developing	55	5	4
Developing	54	4	3
Developing	53	3	3
Ineffective	52	2	2
Ineffective	51	1	1
Ineffective	0-50	0	0

Local Scale for 2012-2013 Achievement on 3-12 Assessments

8-20-12

HEDI Levels	Percent of Students at Basic Proficiency on 3-12 Assessments	Points for the Local Measure (20 Points)	Points for Value-Added Growth Model (15 Points)
Highly effective	80-100	20	15
Highly effective	79	19	14
Highly effective	78	18	14
Effective	77	17	13
Effective	76	16	12
Effective	75	15	11
Effective	74	14	10
Effective	73	13	10
Effective	72	12	9
Effective	71	11	9
Effective	70	10	8
Effective	69	9	8
Developing	68	8	7
Developing	67	7	6
Developing	66	6	5
Developing	65	5	4
Developing	64	4	3
Developing	63	3	3
Ineffective	62	2	2
Ineffective	61	1	1
Ineffective	0-60	0	0

Scoring Methodology for the 60% Teacher Effects

NYSUT recommends the outcomes/scores of the 60% Teacher Effects be tied to an average rubric score from 1-4. Using these standard scores will make the conversion to a rating easier to understand and compute.

Converting points to a rating

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated according to the rubric, that rating would determine where the teacher falls in the HEDI categories, and then the points are applied. For example, a teacher that scores 3.0 on the rubric would translate to a score in the "effective" range. The teacher would then receive 58 points toward the composite score.

Calculating Steps

- Taking into account the SED preset scales for the other two sub-components and the composite scores, NYSUT calculated the scale (point distribution) for each rating category (Highly Effective=59-60, Effective=57-58, Developing=50-56, Ineffective=0-49) for this sub-component.
- Once these sub-component scale scores were determined, NYSUT calculated how much each rubric score category of 1-4 would be worth, based on the number of points within each category. For example, a 1 on the rubric equates to an ineffective rating, the number of possible rubric points in the 1 range would need to equate to the 49 points of the ineffective subcomponent score. SED requires that all points 0-60 are reachable, so the rubric scores in the Ineffective range were expanded in order to accommodate all of the possible scores 0-49. Each category conversion was calculated based on the possible number of rubric scores and the number of sub-component points within each category.

Teacher Effects Conversion Scale

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7

1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58 – NO ROUNDING UP		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

PLEASE NOTE: an Effective score of **58.6 or 58.8** may not be rounded up to a 59 or Highly Effective

Tenured Teachers

Standard	Formal Observation 25 Pts	Unannounced Observation 10 Pts.	Summative Observation Conference 25 Pts.
1	3		4
2	4		

3	3		3
4		3	
5	2		4
6			3
7			2
Subtotal	12	3	16
Subtotal divided by number of standards evaluated (round to nearest tenth)	$12/4 = 3.0$	$3/1 = 3.0$	$16/5 = 3.2$
Weighting Value	$25/60 = .416$	$10/60 = .166$	$25/60 = .416$
Value of Weighted Scores	$3.0 \times .416 = 1.23$	$3.0 \times .166 = .50$	$3.2 \times .416 = 1.33$
Sum of Weighted Scores			$1.23 + .50 + 1.33 = 3.06$
Weighted Scores After Conversion			58.2
HEDI Rating (Other Measures of Effectiveness)			Effective

Level	Overall Rubric Average Score	60 Point Distribution for Composite
Ineffective	1 - 1.4	0 - 49
Developing	1.5 - 2.4	50 - 56
Effective	2.5 - 3.4	57 - 58
Highly Effective	3.5 - 4	59 - 60

* Must be used with Rubric Score to Sub-Component Conversion Chart

Probationary Teachers

Standard	1st Formal Observation 10 Pts	2nd Formal Observation 15 Pts	Unannounced Observation 10 Pts.	Summative Observation Conference 25 Pts.
1	3	4		4
2	4	4		
3	3	3		3
4			3	
5	2	3		4
6				3
7				2
Subtotal	12	14	3	16
Subtotal divided by number of standards evaluated (round to nearest tenth)	$12/4 = 3.0$	$14/4 = 3.5$	$3/1 = 3.0$	$16/5 = 3.2$
Weighting Value	$10/60 = .166$	$15/60 = .25$	$10/60 = .166$	$25/60 = .416$
Value of Weighted Scores	$3.0 \times .166 = .50$	$3.5 \times .25 = .88$	$3.0 \times .166 = .50$	$3.2 \times .416 = 1.33$
Sum of Weighted Scores				$.50 + .88 + .50 + 1.33 = 3.21$
Weighted Scores After Conversion				58.4
HEDI Rating (Other Measures of Effectiveness)				Effective

Level	Overall Rubric Average Score	60 Point Distribution for Composite
Ineffective	1 - 1.4	0 - 49
Developing	1.5 - 2.4	50 - 56
Effective	2.5 - 3.4	57 - 58
Highly Effective	3.5 - 4	59 - 60

* Must be used with Rubric Score to Sub-Component Conversion Chart

MAINE-ENDWELL CENTRAL SCHOOL DISTRICT
TEACHER IMPROVEMENT PLAN (TIP)

The District's **Annual Professional Performance Review process (APPR)** is designed to recognize, support, and improve the teaching-learning process. The majority of teachers (as defined in the META contract) will be well served by the APPR process and will find it to be a valuable experience for professional growth. There may be a small number of individuals, however, who need additional support. That support will come through a mutually developed plan related to the Annual Professional Performance Review process.

The **TIP ~ Teacher Improvement Plan** ~ is designed to recognize, support, and improve the teaching-learning process. The TIP also is designed to help teachers address areas in need of improvement based on one or more of the eight New York State Criteria for Evaluation. The eight criteria are: (1) content knowledge; (2) preparation; (3) instructional delivery; (4) classroom management; (5) student development; (6) student assessment; (7) collaboration; and (8) reflective and responsive practice.

THE PURPOSES OF THE TIP

- To demonstrate the commitment of the district to the professional growth and development of all teachers;
- To improve the performance of teachers who are identified by the administration as needing improvement in any of the eight criteria for evaluation;
- To implement a process that is a good faith effort to provide a supportive and structured plan for improvement within a certain timeframe.

THE TIP PROCEDURES

The TIP procedures are guidelines for the administrator and teacher involved in the TIP process. The teacher may involve a selected representative, such as the Instructional Leader, veteran teacher, mentor, or an META representative.

THE TIP PLAN

The teacher and the administrator will draft and complete a TIP document using the district's model to guide the development of the TIP language. The TIP document will be signed by the teacher and the administrator. Every effort will be made to ensure confidentiality. The plan will include:

- Goal(s)
- Action Steps
- A Timeline
- Monitoring Steps
- Resources and Support
- Assessment Criteria and Evaluation

This form is a model to guide the development of the TIP.

Area(s) of Concern:

Goal(s):

Action Steps:

Timeline:

Monitoring Steps:

Resources and Support:

Assessment Criteria and Evaluation:

Teacher

Signature

Date

Administrator

Signature

Date

1. Rating Scale – HEDI

1.1. The New York State rating scale and associated composite scores for a principal's evaluation is:

The following table indicates the source of scores comprising the final composite score for the non-value added State Assessment:

Level	State Assessment	Local Assessment	Supervisor/ Evaluator's Broad Assessment	Overall Composite Score
Highly Effective	18-20	18-20	51-60	91-100
Effective	9-17	9-17	42-50	75-90
Developing	3-8	3-8	39-41	65-74
Ineffective	0-2	0-2	0-38	0-64

Agreed	

The following table indicates the source of scores comprising the final composite score for the value added State Assessment:

Level	State Assessment	Local Assessment	Supervisor/ Evaluator's Broad Assessment	Overall Composite Score
Highly Effective	22-25	14-15	51-60	91-100
Effective	10-21	8-13	42-50	75-90
Developing	3-9	3-7	39-41	65-74
Ineffective	0-2	0-2	0-38	0-64

Agreed	

1. Scoring of Observations

Scoring Methodology for the 60% Principal Effects

Converting points to a rating

The principal's rating will drive how many points the principal will receive toward the composite score. In this subcomponent, the principal should first be rated according to the rubric, that rating would determine where the principal falls in the HEDI categories, and then the points are applied. For example, a principal that scores 3.0 on the rubric would translate to a score in the "effective" range. The principal would then receive 58 points toward the composite score.

Calculating Steps

- Taking into account the SED preset scales for the other two sub-components and the composite scores, the calculated scale (point distribution) for each rating category (Highly Effective=59-60, Effective=57-58, Developing=50-56, Ineffective=0-49) for this sub-component.
- For example, a 1 on the rubric equates to an ineffective rating, the number of possible rubric points in the 1 range would need to equate to the 49 points of the ineffective subcomponent score. SED requires that all points 0-60 are reachable, so the rubric scores in the Ineffective range were expanded in order to accommodate all of the possible scores 0-49. Each category conversion was calculated based on the possible number of rubric scores and the number of sub-component points within each category.

Principal Effects Conversion Scale

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23

1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50

1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Principals

Domains	Unannounced School Visit 10 Pts.	Announced Mid-year School Visit 20 Pts.	Summative Observation Conference 30 Pts.
1		3	4
2		4	3
3		3	4
4	2		3
5		2	2
Subtotal	2	12	16
Subtotal divided by number of domains evaluated (round to nearest tenth)	$2/1 = 2.0$	$12/4 = 3.0$	$16/5 = 3.2$
Weighting Value	$10/60 = .166$	$20/60 = .333$	$30/60 = .500$
Value of Weighted Scores	$2.0 \times .166 = .33$	$3.0 \times .333 = 1.00$	$3.2 \times .50 = 1.60$
Sum of Weighted Scores			$.33 + 1.00 + 1.60 = 2.93$
Weighted Scores After Conversion			57.8
HEDI Rating (Other Measures of Effectiveness)			Effective

HEDI Rating	Sum of Weighted Scores	Weighted Scores After Conversion
Ineffective	1 - 1.4	0 - 49

Developing	1.5 - 2.4	50 - 56
Effective	2.5 - 3.4	57 - 58
Highly Effective	3.5 - 4	59 - 60

* Must be used with
Rubric Score to Sub-
Component
Conversion Chart

1. Locally Selected Measures of Student Achievement

1.1. For elementary principal(s) the district and unit will collaboratively select from the following:

1.1.1. ***New York State List of Approved Student Assessments for Use by School Districts and BOCES in Teacher and Principal Evaluations***

1.1.2. Achievement on State tests (percent proficient)

1.1.3. Growth or achievement for student subgroups (SWD, ELL, students starting at specific performance levels (e.g. level 1,2)) on State or other assessments).

1.2. For the middle school principal the district and unit will collaboratively select from the following:

1.2.1. New York State List of Approved Student Assessments for Use by School Districts and BOCES in Teacher and Principal Evaluations

1.2.2. Achievement on State tests (percent proficient)

1.2.3. Growth or achievement for student subgroups (SWD, ELL, students starting at specific performance levels (e.g. level 1,2)) on State or other assessments)

1.3. The high school principal(s) and the district will collaboratively decide among the following choices:

1.3.1. ***New York State Approved Student Assessment for Use by School Districts and BOCES in Teacher and Principal Evaluations***

1.3.2. Graduation Percentage with Advanced Regents designation and/or honors

1.3.3. Percent of cohort, achieving specified score on Regents exams, AP, IB or other Regents-equivalents, Graduation rates (4,5,6 years) and/or drop-out rates

1.3.4. Students' progress toward graduation including but not limited to:

1.3.4.1. 9th and 10th credit accumulation, and/or

1.3.4.2. Percentage of students that pass 9th and 10th grade subjects commonly associated with graduation, and/or

1.3.4.3. Progress in passing the number of required Regents examinations for graduation.

7.4 Locally Selected Measures of Student Achievement for 2012-13

20% of the composite effectiveness score is based on State assessments or other locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model).

Measures selected for the 2012-13 school year will be:

Principal Grade Levels

Assessment

K-5 Building-wide goal based on a weighted average using number of students taking a given exam of the percent proficient on the State ELA exams.

6-8 Building-wide goal based on a weighted average using number of students taking a given exam of the percent proficient on the State ELA exams.

9-12 Building-wide goal based on a weighted average using number of students taking a given exam of percent proficient on ALL regents exams in one year.

Scale to be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales.

1.3.4.4. Local Scale for 2012-2013 Achievement on 3-12 Assessments

HEDI Levels	Percent of Students Proficient on 3-12 Assessments	Points for the Local Measure (20 Points)	Points for Value-Added Growth Model (15 Points)
Highly effective	80-100	20	15
Highly effective	79	19	14
Highly effective	78	18	14
Effective	77	17	13
Effective	76	16	12
Effective	75	15	11
Effective	74	14	10
Effective	73	13	10
Effective	72	12	9
Effective	71	11	9
Effective	70	10	8
Effective	69	9	8
Developing	68	8	7
Developing	67	7	6
Developing	66	6	5
Developing	65	5	4
Developing	64	4	3
Developing	63	3	3
Ineffective	62	2	2
Ineffective	61	1	1

1. Locally Selected Measures of Student Achievement

1.1. For elementary principal(s) the district and unit will collaboratively select from the following:

1.1.1. ***New York State List of Approved Student Assessments for Use by School Districts and BOCES in Teacher and Principal Evaluations***

1.1.2. Achievement on State tests (percent proficient)

1.1.3. Growth or achievement for student subgroups (SWD, ELL, students starting at specific performance levels (e.g. level 1,2)) on State or other assessments).

1.2. For the middle school principal the district and unit will collaboratively select from the following:

1.2.1. New York State List of Approved Student Assessments for Use by School Districts and BOCES in Teacher and Principal Evaluations

1.2.2. Achievement on State tests (percent proficient)

1.2.3. Growth or achievement for student subgroups (SWD, ELL, students starting at specific performance levels (e.g. level 1,2)) on State or other assessments)

1.3. The high school principal(s) and the district will collaboratively decide among the following choices:

1.3.1. ***New York State Approved Student Assessment for Use by School Districts and BOCES in Teacher and Principal Evaluations***

1.3.2. Graduation Percentage with Advanced Regents designation and/or honors

1.3.3. Percent of cohort, achieving specified score on Regents exams, AP, IB or other Regents-equivalents, Graduation rates (4,5,6 years) and/or drop-out rates

1.3.4. Students' progress toward graduation including but not limited to:

1.3.4.1. 9th and 10th credit accumulation, and/or

1.3.4.2. Percentage of students that pass 9th and 10th grade subjects commonly associated with graduation, and/or

1.3.4.3. Progress in passing the number of required Regents examinations for graduation.

7.4 Locally Selected Measures of Student Achievement for 2012-13

20% of the composite effectiveness score is based on State assessments or other locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model).

Measures selected for the 2012-13 school year will be:

Principal Grade Levels

Assessment

K-5 Building-wide goal based on a weighted average using number of students taking a given exam of the percent proficient on the State ELA exams.

6-8 Building-wide goal based on a weighted average using number of students taking a given exam of the percent proficient on the State ELA exams.

9-12 Building-wide goal based on a weighted average using number of students taking a given exam of percent proficient on ALL regents exams in one year.

Scale to be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales.

1.3.4.4. Local Scale for 2012-2013 Achievement on 3-12 Assessments

HEDI Levels	Percent of Students Proficient on 3-12 Assessments	Points for the Local Measure (20 Points)	Points for Value-Added Growth Model (15 Points)
Highly effective	80-100	20	15
Highly effective	79	19	14
Highly effective	78	18	14
Effective	77	17	13
Effective	76	16	12
Effective	75	15	11
Effective	74	14	10
Effective	73	13	10
Effective	72	12	9
Effective	71	11	9
Effective	70	10	8
Effective	69	9	8
Developing	68	8	7
Developing	67	7	6
Developing	66	6	5
Developing	65	5	4
Developing	64	4	3
Developing	63	3	3
Ineffective	62	2	2
Ineffective	61	1	1

MAINE-ENDWELL CENTRAL SCHOOL DISTRICT

PRINCIPAL IMPROVEMENT PLAN (PIP)

The District's **Annual Professional Performance Review process (APPR)** is designed to recognize, support, and improve the teaching-learning process. Principals will be well served by the APPR process and will find it to be a valuable experience for professional growth. There may be a small number of individuals, however, who need additional support. That support will come through a mutually developed plan related to the Annual Professional Performance Review process.

The **PIP ~ Principal Improvement Plan ~** is designed to recognize, support, and improve the teaching-learning process. The PIP also is designed to help principals address areas in need of improvement based on one or more of the six ISLLC standards of New York State Criteria for Evaluation.

THE PURPOSES OF THE PIP

- To demonstrate the commitment of the district to the professional growth and development of all teachers;
- To improve the performance of principals who are identified by the Superintendent as needing improvement in any of the six-criteria for evaluation;
- To implement a process that is a good faith effort to provide a supportive and structured plan for improvement within a certain timeframe.

THE PIP PROCEDURES

The PIP procedures are guidelines for the Superintendent and principal involved in the PIP process. The principal may involve a selected representative, such as a veteran administrator, mentor, or a MEAA representative.

THE PIP PLAN

The principal and the superintendent will draft and complete a PIP document using the district's model to guide the development of the PIP language. The PIP document will be signed by the principal and the Superintendent. Every effort will be made to ensure confidentiality. The plan will include:

- Goal(s)
- Action Steps
- A Timeline
- Monitoring Steps
- Resources and Support
- Assessment Criteria and Evaluation

**MAINE-ENDWELL CENTRAL SCHOOL DISTRICT
PRINCIPAL IMPROVEMENT PLAN**

This form is a model to guide the development of the PIP.

Area(s) of Concern:

Goal(s):

Action Steps:

Timeline:

Monitoring Steps:

Resources and Support:

Assessment Criteria and Evaluation:

Principal

Signature

Date

Superintendent

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 make the following specific certifications with respect to their APPR Plan:

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

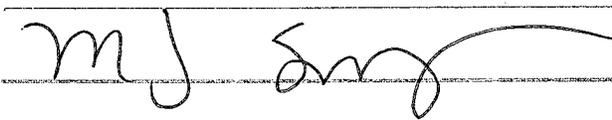
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

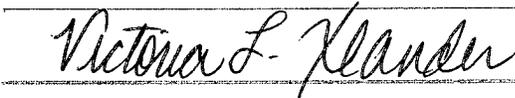
Superintendent Signature: Date: 8-28-2012



Teachers Union President Signature: Date: 8-28-2012



Administrative Union President Signature: Date: 8-28-2012



Board of Education President Signature: Date: 8-28-2012

