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

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

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

February 26, 2014

Revised

Jo Anne Antonacci, Superintendent
Monroe 2-Orleans BOCES
3599 Big Ridge Road
Spencerport, NY 14559

Dear Superintendent Antonacci:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

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

Annual Professional Performance Reviews

Created Tuesday, December 03, 2013

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 269200000000

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

269200000000

1.2) School District Name: MONROE 2-ORLEANS BOCES

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

MONROE 2-ORLEANS BOCES

1.3) Assurances

Please check all of the boxes below:

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

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval	Checked

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Friday, November 22, 2013
Updated Friday, February 21, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:
State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:
District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:
State assessments, *required if one exists*
List of State-approved 3rd party assessments
District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
School- or BOCES-wide, group or team results based on State assessments
Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each individual student. Teachers will work individually and collaboratively with their evaluator to determine the growth targets. The final decision as to the growth targets will be determined by the evaluator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart included at 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 75%-85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 65%-74% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each individual student. Teachers will work individually and collaboratively with their evaluator to determine the growth targets. The final decision as to the growth targets will be determined by the evaluator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart included at 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 75% -85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 65% -74% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Monroe 2 - Orleans BOCES Regionally developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Monroe 2 - Orleans BOCES Regionally developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each individual student. Teachers will work individually and collaboratively with their evaluator to determine the growth targets. The final decision as to the growth targets will be determined by the evaluator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart included at 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 75% -85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 65% -74% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Monroe 2 - Orleans BOCES Regionally developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Monroe 2 - Orleans BOCES Regionally developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Monroe 2 - Orleans BOCES Regionally developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each individual student. Teachers will work individually and collaboratively with their evaluator to determine the growth targets. The final decision as to the growth targets will be determined by the evaluator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart included at 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 75% -85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 65% -74% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Monroe 2 - Orleans BOCES Regionally developed Grade 9 Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each individual student. Teachers will work individually and collaboratively with their evaluator to determine the growth targets. The final decision as to the

	growth targets will be determined by the evaluator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart included at 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 75% -85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 65% -74% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each individual student. Teachers will work individually and collaboratively with their evaluator to determine the growth targets. The final decision as to the growth targets will be determined by the evaluator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart included at 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 75% -85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 65% -74% of their students meet their individual targets.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

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 measuring student growth on the assessments listed for this Task.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Algebra 1, Monroe 2-Orleans BOCES will be offering both the Integrated Algebra Regents and the Common Core Algebra Regents, to students in a Common Core class. Teachers will use the higher of the two scores. Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each individual student. Teachers will work individually and collaboratively with their evaluator to determine the growth targets. The final decision as to the growth targets will be determined by the evaluator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart included at 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 75% -85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 65% -74% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Monroe 2 - Orleans BOCES Regionally developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Monroe 2 - Orleans BOCES Regionally developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive ELA 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 measuring student growth on the assessments listed for this Task.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each individual student. Teachers will work individually and collaboratively with their evaluator to determine the growth targets. The final decision as to the growth targets will be determined by the evaluator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart included at 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 75% -85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 65% -74% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

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 6-12	District, Regional or BOCES-developed	Monroe 2 - Orleans BOCES Regionally developed Grades 6-12 Physical Education Assessments

	Art 6-8	District, Regional or BOCES-developed	Monroe 2 - Orleans BOCES Regionally developed Grades 6-8 Art Assessments
	Studio Art	District, Regional or BOCES-developed	Monroe 2 - Orleans BOCES Regionally developed Grade 9 Studio Art Assessment
	Spanish 7-8	District, Regional or BOCES-developed	Monroe 2 - Orleans BOCES Regionally developed Grades 7-8 Spanish Assessments
	Spanish I	District, Regional or BOCES-developed	Monroe 2 - Orleans BOCES Regionally developed Grade 9 Spanish I Assessment
	Spanish II	District, Regional or BOCES-developed	Monroe 2 - Orleans BOCES Regionally developed Grade 10 Spanish II Assessment
	Economics	District, Regional or BOCES-developed	Monroe 2 - Orleans BOCES Regionally developed Grade 12 Economics Assessment
	Participation in Government	District, Regional or BOCES-developed	Monroe 2 - Orleans BOCES Regionally developed Grade 12 Participation in Government Assessment
	Consumer Math	District, Regional or BOCES-developed	Monroe 2 - Orleans BOCES Regionally developed Grade 11 Consumer Math Assessment
	Technology 7-8	District, Regional or BOCES-developed	Monroe 2 - Orleans BOCES Regionally developed Grade 7-8 Technology Assessment
	Environmental Science	District, Regional or BOCES-developed	Monroe 2 - Orleans BOCES Regionally developed Grade 11 Enrionmental Science Assessment
	Self-Contained Special Education Grades K-12	State Assessment	New York State Alternate Assessment (NYSAA) Grades K-12 Assessments
	ESL K-12	State Assessment	New York State English as a Second Language Achievement Test (NYSESLAT) Grades K-12 Assessments
	Automotive Collision Repair II	District, Regional or BOCES-developed	Monroe 2 - Orleans BOCES Regionally developed Grade 11 Automotive Collission Repair II Assessments
	Computer Technology II	District, Regional or BOCES-developed	Monroe 2 - Orleans BOCES Regionally developed Grade 11 Computer Technology II Assessments
	English Language Arts 12	District, Regional or BOCES-developed	Monroe 2 - Orleans BOCES Regionally developed Grade 12 English Language Arts Assessment
	Art 9-12	District, Regional or BOCES-developed	Monroe 2-Orleans BOCES Regionally developed Grades 9-12 Art Assessments
	Spanish Literature	District, Regional or BOCES-developed	Monroe 2-Orleans BOCES Regionally developed Grades 9-12 Spanish Literature Assessment
	Drawing/Painting	District, Regional or BOCES-developed	Monroe 2-Orleans BOCES Regionally developed Grades 9-12 Drawing/Painting Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each individual student. Teachers will work individually and collaboratively with their evaluator to determine the growth targets. The final decision as to the growth targets will be determined by the evaluator. Based on the percentage of students that meet the established

	targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart included at 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 75% -85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 65% -74% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

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

assets/survey-uploads/12186/801486-avH4IQNZMh/2.10_2.doc

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/801486-TXEtxx9bQW/2.11.xlsx

2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

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

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, December 03, 2013
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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as “Not Applicable” (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 4 ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 5 ELA Assessment
6	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 6 ELA Assessment

7	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 8 ELA 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.	Using data results from BOCES developed pre-assessments, targets for the final assessment will be established for each individual student. Teachers will work individually and collaboratively with their evaluator to determine the growth targets. The final decision as to the growth targets will be determined by the evaluator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-15 points within the HEDI rating categories as identified on the conversion chart included at 3.3. In the absence of a value-added measure, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart included at 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 75% -85% of their students meet their individual targets.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 65% -74% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 4 Math Assessment
5	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 5 Math Assessment
6	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 6 Math Assessment

7	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 8 Math 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.	Using data results from BOCES developed pre-assessments, targets for the final assessment will be established for each individual student. Teachers will work individually and collaboratively with their evaluator to determine the growth targets. The final decision as to the growth targets will be determined by the evaluator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-15 points within the HEDI rating categories as identified on the conversion chart included at 3.3. In the absence of a value-added measure, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart included at 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 75% -85% of their students meet their individual targets.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 65% -74% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

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/12149/823271-rhJdBgDruP/3.3 combined.xlsx

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade Kindergarten ELA Assessment

1	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 1 ELA Assessment
2	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 2 ELA Assessment
3	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 3 ELA 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.	Using data results from BOCES developed pre-assessments, targets for the final assessment will be established for each individual student. Teachers will work individually and collaboratively with their evaluator to determine the growth targets. The final decision as to the growth targets will be determined by the evaluator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart included at 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 75% -85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 65% -74% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade Kindergarten Math Assessment
1	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 2 Math Assessment

3	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 3 Math 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.	Using data results from BOCES developed pre-assessments, targets for the final assessment will be established for each individual student. Teachers will work individually and collaboratively with their evaluator to determine the growth targets. The final decision as to the growth targets will be determined by the evaluator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart included at 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 75% -85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 65% -74% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 8 Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from BOCES developed pre-assessments, targets for the final assessment will be established for each individual student. Teachers will work individually and collaboratively with their evaluator to determine the growth targets. The final decision as to the growth targets will be determined by the evaluator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart included at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 75% -85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 65% -74% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from BOCES developed pre-assessments, targets for the final assessment will be established for each individual student. Teachers will work individually and collaboratively with their evaluator to determine the growth targets. The final decision as to the

	growth targets will be determined by the evaluator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart included at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 75% -85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 65% -74% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 9 Global I Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 10 Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 11 American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from BOCES developed pre-assessments, targets for the final assessment will be established for each individual student. Teachers will work individually and collaboratively with their evaluator to determine the growth targets. The final decision as to the growth targets will be determined by the evaluator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the

	HEDI rating categories as identified on the conversion chart included at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 75% -85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 65% -74% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 9 Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 10 Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 11 Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 12 Physics Assessment

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.	Using data results from BOCES developed pre-assessments, targets for the final assessment will be established for each individual student. Teachers will work individually and collaboratively with their evaluator to determine the growth targets. The final decision as to the growth targets will be determined by the evaluator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the conversion

	chart included at 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 65% -74% of their students meet their individual targets.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 75% -85% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 9 Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 10 Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 11 Algebra 2 Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from BOCES developed pre-assessments, targets for the final assessment will be established for each individual student. Teachers will work individually and collaboratively with their evaluator to determine the growth targets. The final decision as to the growth targets will be determined by the evaluator. Based on the percentage of students that meet the established

	targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart included at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 75% -85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 65% -74% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Monroe 2 - Orleans BOCES developed Grade 11 ELA Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from BOCES developed pre-assessments, targets for the final assessment will be established for each individual student. Teachers will work individually and collaboratively with their evaluator to determine the growth targets. The final decision as to the

	growth targets will be determined by the evaluator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart included at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 75% -85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 65% -74% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

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 6-12	5) District/regional/BOCES–developed	Monroe 2 - Orleans BOCES developed Grades 6-12 Physical Education Assessments
	Art 6-8	5) District/regional/BOCES–developed	Monroe 2 - Orleans BOCES developed Grades 6-8 Art Assessments
	Studio Art	5) District/regional/BOCES–developed	Monroe 2 - Orleans BOCES developed Grade 9 Studio Art Assessment
	Spanish 7-8	5) District/regional/BOCES–developed	Monroe 2 - Orleans BOCES developed Grades 7-8 Spanish Assessments
	Spanish 1	5) District/regional/BOCES–developed	Monroe 2 - Orleans BOCES developed Grade 9 Spanish 1 Assessment
	Economics	5) District/regional/BOCES–developed	Monroe 2 - Orleans BOCES developed Grade 12 Economics Assessment
	Participation in Government	5) District/regional/BOCES–developed	Monroe 2 - Orleans BOCES developed Grade 12 Participation in Government Assessment
	Consumer Math	5) District/regional/BOCES–developed	Monroe 2 - Orleans BOCES developed Grade 11 Consumer Math Assessment
	Technology 7-8	5) District/regional/BOCES–developed	Monroe 2 - Orleans BOCES developed Grades 7-8 Technology Assessment

	Environmental Science	5) District/regional/BOCES–developed	Monroe 2 - Orleans BOCES developed Grade 11 Environmental Science Assessment
	Automotive Collision Repair II	5) District/regional/BOCES–developed	Monroe 2-Orleans BOCES developed Grade 12 Automotive Collision Repair II Career and Financial Management Literacy Assessment
	Computer Technology II	5) District/regional/BOCES–developed	Monroe 2-Orleans BOCES developed Grade 12 Computer Technology II Career and Financial Management Literacy Assessment
	Spanish II	5) District/regional/BOCES–developed	Monroe 2 - Orleans BOCES developed Grade 10 Spanish II Assessment
	Drawing/Painting	5) District/regional/BOCES–developed	Monroe 2-Orleans BOCES developed Grades 9-12 Drawing/Painting Assessment
	Spanish Literature	5) District/regional/BOCES–developed	Monroe 2-Orleans BOCES developed Grades 9-12 Spanish Literature Assessment
	Art 9-12	5) District/regional/BOCES–developed	Monroe 2-Orleans BOCES developed Art Grades 9-12 Art 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.	Using data results from BOCES developed pre-assessments, targets for the final assessment will be established for each individual student. Teachers will work individually and collaboratively with their evaluator to determine the growth targets. The final decision as to the growth targets will be determined by the evaluator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart included at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 75% -85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 65% -74% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

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

assets/survey-uploads/12149/823271-Rp0Ol6pk1T/3.12_1.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/12149/823271-y92vNseFa4/3.13.xlsx

3.14) Locally Developed Controls

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

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

3.15) Teachers with More Than One Locally Selected Measure

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

All Monroe 2-Orleans BOCES teachers have one locally selected measure.

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, December 03, 2013
Updated Friday, February 21, 2014

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	

Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

All 60 points result from the rubric are based on classroom observations and structured review of lesson plans, portfolios, and other teacher artifacts. Elements are scored at the end of the year based upon the totality of the evidence collected during school visits throughout the year and a structured review of lesson plans, portfolios, and other teacher artifacts. During each observation and structured review, the evidence observed and reviewed is aligned to the elements of the rubric. All elements in all domains will be assessed. Each domain of the rubric is weighted as per the following:

Domain 1: 15 points
Domain 2: 20 points
Domain 3: 20 points
Domain 4: 5 points

The components within each domain are rated according to the following: Unsatisfactory = Ineffective, Basic =Developing, Proficient = Effective, and Distinguished = Highly Effective. Each rating category corresponds to a numerical point value:

Unsatisfactory = Ineffective 1 point
Basic = Developing 2 points
Proficient = Effective 3 points
Distinguished = Highly Effective 4 points

The point values of each component within a specific domain are totaled, and then divided by the total number of components within that domain. The rating is then weighted as per the distribution of points above. The ratings from each domain are then totaled for an overall rubric score. The overall rubric score is converted to a 60 point scale, and corresponding HEDI rating.

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

assets/survey-uploads/12179/823363-eka9yMJ855/4.5 (2).xlsx

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.	Teachers will receive a rating of Highly Effective for the "other measures" sub-component when they earn a final average rubric score between 3.500-4.000, as identified on the conversion chart in 4.5 above.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers will receive a rating of Effective for the "other measures" sub-component when they earn a final average rubric score between 2.500 -3.499, as identified on the conversion chart in 4.5 above.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers will receive a rating of Developing for the "other measures" sub-component when they earn a final average rubric score between 1.500-2.499, as identified on the conversion chart in 4.5 above.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers will receive a rating of Ineffective for the "other measures" sub-component when they earn a final average rubric score between 1.000 - 1.499, as identified on the conversion chart in 4.5 above.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	2
Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	2
Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Tuesday, December 03, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

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

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness (60 points)

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

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

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

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness (60 points)

Overall Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above

91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, December 03, 2013
Updated Friday, February 21, 2014

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/823427-Df0w3Xx5v6/6.2.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The following describes the teacher appeals process:

APPEALS OF INEFFECTIVE and DEVELOPING RATINGS ONLY
Appeals of an annual professional performance review shall be limited only to those where the teacher has received an overall rating of "Ineffective" or "Developing" based on his/her single composite effectiveness score.

Any teacher receiving an overall APPR rating of either "Effective" or "Highly Effective" may not challenge that APPR rating. However, they may attach a statement to their APPR that will be included in their personnel file.

In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

WHAT MAY BE CHALLENGED IN AN APPEAL
In an appeal, the teacher may only challenge:

• The substance of the annual professional performance review;
• The BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
• The adherence to the regulations of the New York Commissioner of Education, as applicable to such reviews;
• Compliance with any applicable locally negotiated procedures applicable to the BOCES 2 annual professional performance review plan;
• The BOCES' issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-c.

PROHIBITION AGAINST MORE THAN ONE APPEAL
A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

BURDEN OF PROOF
In an appeal, the teacher has the burden of demonstrating by clear and convincing evidence that his/her overall rating of "ineffective" or "developing" was affected by substantial error or defect.

TIME FRAME FOR FILING APPEAL
Appeals must be submitted in writing to the BOCES Superintendent no later than 10 school days after receipt by the teacher either of his/her official annual professional performance review or the improvement plan. Appeals concerning the implementation of the terms of the improvement plan must be submitted in writing to the BOCES Superintendent no later than 10 school days after the alleged failure to implement the term(s) at issue. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his/her performance review/teacher improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must be submitted with the appeal. Any information not submitted at the time the appeal is filed will not be considered.

TIME FRAME FOR BOCES RESPONSE
Within 10 school days of receipt of an appeal, the supervising administrator(s) who issued the performance review or who is responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit a detailed written response to the appeal to the BOCES Superintendent. The response must include any and all additional documents, written materials, or other evidentiary materials specific to the point(s) of disagreement and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

The teacher initiating the appeal shall receive a copy of the response filed by the supervising administrator(s), and any and all additional information submitted with the response, at the same time the supervising administrator(s) files its response with the BOCES Superintendent.

Notwithstanding the above time frames, an appeal does not serve to lengthen a teacher's probationary period. Nothing in this appeals procedure shall be construed to alter or diminish the authority of the BOCES to grant or deny tenure or to terminate probationary teachers during the pendency of an appeal for constitutionally and statutorily permissible reasons other than the teacher's performance that is the subject of the appeal.

DECISION-MAKER ON APPEAL

A decision shall be rendered by the BOCES Superintendent. In the event the BOCES Superintendent is responsible for any rating contained in the evaluation, including the final rating decision, the BOCES Superintendent must appoint a designee not responsible for any rating contained in the evaluation or the final rating to decide the appeal. Only the Assistant Superintendent of Instructional Programs or the Assistant Superintendent of Curriculum Instruction and Professional Development may be appointed as a designee for the purpose of decision maker on appeal when the BOCES Superintendent was involved with a rating contained in the evaluation.

DECISION
A written decision on the merits of the appeal shall be rendered no later than 30 school days from the date upon which the unit member filed his/her appeal. The appeal shall be based solely on the written record, comprised of the unit member's appeal papers and any documentary evidence which accompanied the appeal, as well as the supervising administrator(s) response to the appeal and additional documentary evidence submitted with such papers.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If an appeal is sustained in whole or in part, the decision maker may set aside a rating and direct that a new evaluation (or portion thereof) be conducted, or award such other relief as he/she deems appropriate under the circumstances.

A copy of the written decision shall be provided to the teacher and the supervising evaluator(s).

The appeal process outlined shall constitute the means for initiating, reviewing and resolving any/all challenges and appeals related to a teacher performance review. The decision of the appeal process is final and binding, except as stated below:

The grievance process in Article XVIII, Sections A – E of the B2TA collective bargaining agreement shall not be used to appeal or review a unit member's performance review unless the BOCES Superintendent or his/her designee fails to comply with the negotiated appeals process. However, areas deemed in violation of the contractually negotiated APPR process may be subject to the grievance process. Such areas include adherence to negotiated time frames, minimum number of observations and meetings, and use of appropriate forms. At no time may grievance procedures be utilized to challenge results of an observation or evaluation, the rating or scoring of any rubric component or the commentary of a unit member's APPR. Should a grievance become necessary, the goal would be to correct the process flaw immediately so that the evaluation process may continue with the negotiated intent intact.

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

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

Teacher Evaluation APPR Trainings are developed in conjunction with the NYSED Network Team trainings and cover the nine assurance areas outlined in the regulation. The trainings focus on approved rubrics and teaching standards; evidence based observations including calibration work to ensure inter-rater agreement and reliability; and best practices in teacher evaluation process and procedures. All administrators will attend a five day training series on teacher evaluation which covers all nine assurance areas required by Regents Rules Section 30-2.9.

To ensure inter-rater reliability, trainings will include teacher practice videos, asking administrators to script, align to rubric and then place the level of performance using the HEDI rating. Inter-rater reliability will be ensured by using a data base such as Truenorthlogic to rate the quality of the evidence; alignment to the rubric and how to assign HEDI rating. To ensure inter-rater reliability we will build in at least 3 full days of trainings per year. In addition, administrators will also practice collecting evidence and aligning to the rubric as part of their regularly scheduled administrative meetings during the year.

Once administrators are trained (attended all 5 days of training) they will receive a certificate of completion. The administrators will then submit evidence of the completion to the District Superintendent who will certify. To be re-certified the administrators must attend 3 full day Teacher Evaluation APPR trainings during that school year.

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	Checked

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, December 03, 2013
Updated Wednesday, February 19, 2014

Page 1

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

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

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

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

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

4-6 Special Education
7-12 Special Education
7-12 Alternative Education

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

Please check the boxes below:

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

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

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

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

List of State-approved 3rd party assessments

First, list the grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment." For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	K-3 Special Education	District, regional, or BOCES-developed	Monroe 2-Orleans BOCES Regionally developed Grades K-2 ELA and Math Assessments
	Career and Technical Education	District, regional, or BOCES-developed	Monroe 2-Orleans BOCES Regionally developed Grades 9-12 CTE Assessments
	K-3 Special Education	State assessment	New York State Grades 3 ELA and Math Assessments

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Principals will be held accountable to the individual student growth targets as established by the process described in task 2. The principal in collaboration with the principal-evaluator sets the growth target using pre-assessment data. Based on the percentage of students that meet the established targets, principals will be assigned 0-20 points within the HEDI rating categories as identified in the table below. The principal's HEDI score is not based upon teacher HEDI scores.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Principals will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principals will receive a rating of Effective when 75%-85% of their students meet their individual targets.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principals will receive a rating of Developing when 65%-74% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Principals will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

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.

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7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

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

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

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Updated Friday, February 21, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growoth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	4-6 Special Education	(d) measures used by district for teacher evaluation	Monroe 2 - Orleans BOCES developed Grades 4-6 ELA, Math, Social Studies and Science Assessments
	7-12 Special Education	(d) measures used by district for teacher evaluation	Monroe 2 - Orleans BOCES developed Grades 7-12 ELA, Math, Social Studies and Science Assessments
	7-12 Alternative Education	(d) measures used by district for teacher evaluation	Monroe 2 - Orleans BOCES developed Grades 7-12 ELA, Math, Social Studies, and Science Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Principals will be held accountable to the individual student growth targets as established by the process described in task 3. The principal in collaboration with the principal-evaluator sets the growth target based on pre-assessment data. Based on the percentage of students that meet the established targets, principals will be assigned 0-15 points within the HEDI rating categories as identified on the conversion chart included below. In the absence of a value-added measure, principals will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart included below. The principal's HEDI score is not based upon teacher HEDI scores.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Effective when 75%-85% of their students meet their individual targets.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Developing when 65%-74% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

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

(No response)

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

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

(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-3 Special Education	(d) measures used by district for teacher evaluation	Monroe 2-Orleans BOCES developed Grades K-3 ELA and Math Assessments
Career and Technical Education 9-12	(d) measures used by district for teacher evaluation	Monroe 2-Orleans BOCES developed Grades 9-12 CTE Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Principals will be held accountable to the individual student growth targets as established by the process described in task 3. The principal in collaboration with the principal-evaluator sets the growth target based on pre-assessment data. Based on the percentage of students that meet the established targets, principals will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart included below. The principal's HEDI score is not based upon teacher HEDI scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Highly Effective when 86%-100% of their students meet their individual targets.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Effective when 75%-85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Developing when 65%-74% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Ineffective when 64% or less of their students meet their individual targets.

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.

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8.3) Locally Developed Controls

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

No adjustments, controls, or other special considerations will be used in setting targets for local measures.

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.

All Monroe 2-Orleans BOCES principals have one locally selected measure.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, December 03, 2013
Updated Friday, February 21, 2014

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below if assigning any points to "ambitious and measurable goals":

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

All 60 points result from the rubric are based on multiple visits and other evidence sources including review of school documents and records. Elements are scored at the end of the year based upon the totality of the evidence collected during school visits throughout the year. Each domain of the rubric is weighted as per the following:

Domain 1: 9 points
Domain 2: 15 points
Domain 3: 15 points
Domain 4: 7 points
Domain 5: 7 points
Domain 6: 7 points

The elements within each domain are rated according to the following: Unsatisfactory = Ineffective, Basic = Developing, Proficient = Effective, and Distinguished = Highly Effective. Each rating category corresponds to a numerical point value:

Unsatisfactory = Ineffective 1 point
Basic = Developing 2 points
Proficient = Effective 3 points
Distinguished = Highly Effective 4 points

The points for each domain are totaled, and then divided by the number of applicable elements within the domain to yield an average rating. The rating is then weighted as per the distribution of points above. The ratings from each domain are then totaled for an overall rubric score. The overall rubric score is converted to a 60 point scale, and corresponding HEDI rating.

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

assets/survey-uploads/12205/823473-pMADJ4gk6R/4.5 (2) (P).xlsx

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

Highly Effective: Overall performance and results exceed standards.	The overall performance and results of the principal exceeds BOCES standards. Points are assigned according to the process stated above in 9.7
Effective: Overall performance and results meet standards.	The overall performance and results of the principal meets BOCES standards. Points are assigned according to the process stated above in 9.7
Developing: Overall performance and results need improvement in order to meet standards.	The overall performance and results of the principal need improvement in order to meet BOCES standards. Points are assigned according to the process stated above in 9.7
Ineffective: Overall performance and results do not meet standards.	The overall performance and results of the principal do not meet BOCES standards. Points are assigned according to the process stated above in 9.7

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, December 03, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

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

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness (60 points)

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

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

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

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness (60 points)

Overall Composite Score
Highly Effective
22-25

14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, December 03, 2013
Updated Friday, February 21, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/12168/823487-Df0w3Xx5v6/Appendix D.doc

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The following describes the principal appeals process:

APPEALS OF INEFFECTIVE and DEVELOPING RATINGS ONLY
Appeals of an annual professional performance review shall be limited only to those where the principal has received an overall rating of “ineffective” or “developing” based on his/her single composite effectiveness score.

WHAT MAY BE CHALLENGED IN AN APPEAL
In an appeal, the principal may only challenge:
1) The substance of the annual professional performance review;
2) The BOCES’ adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
3) The adherence to the regulations of the New York Commissioner of Education, as applicable to such reviews;
4) Compliance with any applicable locally negotiated procedures applicable to the BOCES 2 annual professional performance review plan;
5) The BOCES’ issuance and/or implementation of the terms of the principal improvement plan under Education Law §3012-c.

PROHIBITION AGAINST MORE THAN ONE APPEAL
A principal may not file multiple appeals regarding the same performance review or principal improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF
In an appeal, the principal has the burden of demonstrating by clear and convincing evidence that his/her overall rating of “ineffective” or “developing” was affected by substantial error or defect.

TIME FRAME FOR FILING APPEAL
Appeals must be submitted in writing to the District Superintendent no later than 10 school days after receipt by the principal of his/her official annual professional performance review, if the appeal is challenging the APPR plan; or no later than 10 school days after issuance of the principal improvement plan, if the appeal is challenging the improvement plan. Appeals concerning the implementation of the terms of the improvement plan must be submitted in writing to the District Superintendent no later than 10 school days after the alleged failure to implement the term(s) at issue. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of his/her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must be submitted with the appeal. Any information not submitted at the time the appeal is filed will not be considered.

TIME FRAME FOR BOCES RESPONSE
Within 10 school days of receipt of an appeal, the BOCES staff member(s) who issued the performance review must submit a detailed written response to the appeal to the District Superintendent. The response must include any and all additional documents, written materials, or other evidentiary materials specific to the point(s) of disagreement that support the BOCES response and are relevant to the resolution of the appeal. Any information not submitted at the time the response is filed will not be considered in determining the appeal. The principal initiating the appeal shall receive a copy of the response filed by the BOCES, and any and all additional information submitted with the response, at the same time the BOCES files its response.
Notwithstanding the above time frames, an appeal does not serve to lengthen a principal’s probationary period. Nothing in this appeals procedure shall be construed to alter or diminish the authority of the BOCES to grant or deny tenure or to terminate probationary principals during the pendency of an appeal for constitutionally and statutorily permissible reasons other than the principal’s performance that is the subject of the appeal.

DECISION-MAKER ON APPEAL
A decision shall be rendered by the District Superintendent, or the District Superintendent’s designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the District Superintendent must appoint a designee to decide the appeal.

DECISION
A written decision on the merits of the appeal shall be rendered no later than 30 school days from the date upon which the principal filed his/her appeal. The appeal shall be based solely on the written record, comprised of the principal’s appeal papers and any documentary evidence which accompanied the appeal, as well as the BOCES response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final and binding on the parties, and shall not be subject to any further appeal through any other process including grievance or arbitration procedures contained within the BOCES 2 Administrative Supervisory Association collective bargaining agreement, adjudication before an administrative body or individual (including but not limited to the Commissioner of Education) or court action.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If an appeal is sustained in whole or in part, the decision maker may set aside a rating and direct that a new evaluation (or portion thereof) be conducted, or award such other relief as he/she deems appropriate under the circumstances. A copy of the decision shall be provided to the principal and the evaluator.

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

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

Principal Evaluation APPR Trainings are developed in conjunction with the NYSED Network Team trainings and will cover the nine assurance areas outlined in the regulation. The trainings focus on approved rubrics and ISLCC standards; evidence gathering, calibration work to ensure inter-rater agreement and reliability; and best practices in principal evaluation process and procedures. Principal evaluators will attend a three day training series which covers all nine assurance areas required by Regents Rules Section 30-2.9.

To ensure inter-rater reliability, trainings will include analysis of various evidence collection sources, how to align to the approved rubric and then place the level of performance using the HEDI rating. To ensure inter-rater reliability we will build in at least 1 full day of trainings per year. In addition, principal evaluators will also practice collecting evidence and aligning to the rubric as part of their regularly scheduled meetings during the year.

Once principal evaluators are trained (attended all 3 days of training) they will receive a certificate of completion. The principal evaluator will then submit evidence of the completion to the District Superintendent who will certify. To be re-certified the administrators must attend 1 full day Principal Evaluation APPR trainings during that school year.

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

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Updated Wednesday, February 26, 2014

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/824355-3Uqgn5g9Iu/signature 22614.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.

Form 2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	Dental Assisting	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Monroe 2-Orleans BOCES Regionally developed Grade 11 Dental Assisting Assessment
	Carpentry I	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Monroe 2 –Orleans BOCES Regionally developed Grade 11 Carpentry I Assessment
	Heating and Air Conditioning	○ State Assessment ○ State-approved 3rd party assessment	Monroe 2-Orleans BOCES Regionally developed Grade 11 Heating and Air Conditioning

		● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Assessment
	Plumbing & Heating	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Monroe 2-Orleans BOCES Regionally developed Grade 11 Plumbing & Heating Assessment
	Residential and Industrial Electricity II	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Monroe 2-Orleans BOCES Regionally developed Grade 12 Residential & Industrial Electricity II Assessment
	Cosmetology I	○ State Assessment ○ State-approved 3rd party assessment	Monroe 2-Orleans BOCES Regionally developed Grade 11 Cosmetology I Assessment

		● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	
	Engineering and Fabrication Academy II	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Monroe 2-Orleans BOCES Regionally developed Grade 12 Engineering and Fabrication Academy II Assessment
	Baking	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Monroe 2-Orleans BOCES Regionally developed Grade 11 Baking Assessment
	Early Childhood Education	○ State Assessment ○ State-approved 3rd party assessment	Monroe 2-Orleans BOCES Regionally developed Grade 11 Early Childhood Education Assessment

		● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	
	Automotive Technology II	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Monroe 2-Orleans BOCES Regionally developed Grade 12 Automotive Technology II Assessment
	Certified Personal Trainer	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Monroe 2-Orleans BOCES Regionally developed Grade 11 Certified Personal Trainer Assessment
	Heavy Equipment Operation/Maintenance II	○ State Assessment ○ State-approved 3rd party assessment	Monroe 2 –Orleans BOCES Regionally developed Grade 12 Heavy Equipment Operation/Maintenance II Assessment

		● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	
	Outdoor Power & Marine Technology II	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Monroe 2-Orleans BOCES Regionally developed Grade 12 Outdoor Power & Marine Technology II Assessment
	Advertising Design/Multi-Media Academy II	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Monroe 2-Orleans BOCES Regionally developed Grade 12 Advertising Design/Multi-Media Academy II
	Food Service	○ State Assessment ○ State-approved 3rd party assessment	Monroe 2-Orleans BOCES Regionally developed grade 11 Food Service Assessment

		● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	
	Laboratory Technician II	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Monroe 2-Orleans BOCES Regionally developed grade 12 Laboratory Technician II Assessment
	Certified Nurse Assistant II	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Monroe 2-Orleans BOCES Regionally developed Grade 12 Certified Nurse Assistant II Assessment
	Culinary II	○ State Assessment ○ State-approved 3rd party assessment	Monroe 2-Orleans BOCES Regionally developed Grade 12 Culinary II Assessment

		● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	
	Personal Services	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Monroe 2-Orleans BOCES Regionally developed Grade 11 Personal Services Assessment
	Building Trades	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Monroe 2-Orleans BOCES Regionally developed Grade 11 Building Trades Assessment
	English 12	○ State Assessment ○ State-approved 3rd party assessment	Monroe 2-Orleans BOCES Regionally developed Grade 12 English Assessment

		● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	
	Building Roads to the Future	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Monroe 2-Orleans BOCES Regionally developed Grade 10 Building Roads to the Future Assessment
	CTE Math 9-10	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Monroe 2-Orleans BOCES Regionally developed Grade 10 CTE Math Assessment

Conversion to HEDI Rating for State Measures 20 point scale

% meeting target	Points	
95%-100%	20	Highly Effective
90%-94%	19	
86%-89%	18	
85%	17	Effective
84%	16	
83%	15	
82%	14	
81%	13	
80%	12	
79%	11	
77%-78%	10	
75%-76%	9	
73%-74%	8	Developing
71%-72%	7	
69%-70%	6	
67%-68%	5	
66%	4	
65%	3	
51%-64%	2	Ineffective
21%-50%	1	
0%-20%	0	

Conversion to HEDI Rating
Local Measures
15 Point Scale

% meeting target	Points	
94%-100%	15	Highly Effective
86%-93%	14	
84%-85%	13	Effective
82%-83%	12	
80%-81%	11	
78%-79%	10	
76%-77%	9	
75%	8	
72%-74%	7	Developing
69%-71%	6	
67%-68%	5	
66%	4	
65%	3	
51%-64%	2	Ineffective
21%-50%	1	
0%-20%	0	

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
	Dental Assisting	○ 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 ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Monroe 2-Orleans BOCES developed Grade 12 Dental Assisting Career and Financial Management Literacy Assessment
	Carpentry II	○ 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	Monroe 2- Orleans BOCES developed Grade 12 Carpentry II Career and Financial Management Literacy Assessment

		○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	
	Heating and Air Conditioning	○ 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 ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Monroe 2-Orleans BOCES developed Grade 12 Heating and Air Conditioning Career and Financial Management Literacy Assessment
	Plumbing and Heating	○ 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 ○ 6(ii) School wide measure computed locally	Monroe 2-Orleans BOCES developed Grade 12 Plumbing and Heating Career and Financial Management Literacy Assessment

		○ 7) Student Learning Objectives	
	Residential and Industrial Electricity II	○ 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 ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Monroe 2-Orleans BOCES developed Grade 12 Residential and Industrial Electricity II Career and Financial Management Literacy Assessment
	Cosmetology II	○ 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 ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Monroe 2-Orleans BOCES developed Grade 12 Cosmetology II Career and Financial Management Literacy Assessment

	Engineering and Fabrication Academy II	○ 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 ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Monroe 2-Orleans BOCES developed Grade 12 Engineering and Fabrication Academy II Career and Financial Management Literacy Assessment
	Baking	○ 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 ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Monroe 2-Orleans BOCES developed Grade 12 Baking Career and Financial Management Literacy Assessment
	Early Childhood Education	○ 1) Change in % of student performance level on State	Monroe 2-Orleans BOCES developed Grade 12 Early

		○ 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 ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Childhood Education Career and Financial Management Literacy Assessment
	Automotive Technology II	○ 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 ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Monroe 2 - Orleans BOCES developed Grade 12 Automotive Technology II Career and Financial Management Literacy Assessment
	Certified Personal Trainer	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED	Monroe 2 – Orleans BOCES developed Grade 12 Certified Personal Trainer Career and Financial Management Literacy

		○ 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 ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Assessment
	Heavy Equipment Operation/Maintenance II	○ 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 ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Monroe 2 – Orleans BOCES developed Grade 12 Heavy Equipment Operation/Maintenance II Career and Financial Management Literacy Assessment
	Outdoor Power & Marine Technology II	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally	Monroe 2-Orleans BOCES developed Grade 12 Outdoor Power & Marine Technology II Career and Financial Management Literacy Assessment

		○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	
	Advertising Design/Multi-Media Academy II	○ 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 ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Monroe 2 - Orleans BOCES developed Grade 12 Advertising Design/Multi-Media Academy II Career and Financial Management Literacy Assessment
	Food Service	○ 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	Monroe 2 - Orleans BOCES developed Grade 12 Food Service Career and Financial Management Literacy Assessment

		● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	
	Laboratory Technician II	○ 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 ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Monroe 2 – Orleans BOCES developed Grade 12 Laboratory Technician II Career and Financial Management Literacy Assessment
	Certified Nurse Assistant II	○ 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	Monroe 2 – Orleans BOCES developed Grade 12 Certified Nurse Assistant II Career and Financial Management Literacy Assessment

		○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	
	Culinary II	○ 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 ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Monroe 2-Orleans BOCES developed Grade 12 Culinary II Career and Financial Management Literacy Assessment
	Personal Services	○ 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	Monroe 2 – Orleans BOCES developed Grade 12 Personal Services Career and Financial Management Literacy Assessment

		○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	
	Building Trades	○ 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 ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Monroe 2 – Orleans BOCES developed Grade 12 Building Trades Career and Financial Management Literacy Assessment
	English 12	○ 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 ○ 6(ii) School wide measure computed locally	Monroe 2-Orleans BOCES developed Grade 12 English Assessment

		○ 7) Student Learning Objectives	
	Building Roads to the Future	○ 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 ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Monroe 2-Orleans BOCES developed Grade 10 Building Roads to the Future Career and Financial Management Literacy Assessment
	CTE Math 9-10	○ 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 ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Monroe 2-Orleans BOCES developed Grade 10 CTE Math Assessment

Conversion to HEDI Rating for Local Measures 20 point scale

% meeting target	Points	
95%-100%	20	Highly Effective
90%-94%	19	
86%-89%	18	
85%	17	Effective
84%	16	
83%	15	
82%	14	
81%	13	
80%	12	
79%	11	
77%-78%	10	
75%-76%	9	
73%-74%	8	Developing
71%-72%	7	
69%-70%	6	
67%-68%	5	
66%	4	
65%	3	
51%-64%	2	Ineffective
21%-50%	1	
0%-20%	0	

Conversion to HEDI Rating for Professional Practice Measures of Teacher Effectiveness "Other Measures"
60 point scale

1.000 - 1.007	0	Ineffective
1.008- 1.016	1	
1.017 - 1.024	2	
1.025 - 1.032	3	
1.033 - 1.041	4	
1.042 - 1.049	5	
1.050 - 1.057	6	
1.058 - 1.066	7	
1.067 - 1.075	8	
1.076 - 1.082	9	
1.083 - 1.091	10	
1.092 - 1.099	11	
1.100 - 1.107	12	
1.108 - 1.114	13	
1.115 - 1.122	14	
1.123 - 1.130	15	
1.131 - 1.137	16	
1.138 - 1.145	17	
1.146 - 1.153	18	
1.154 - 1.161	19	
1.162 - 1.168	20	
1.169 - 1.176	21	
1.177 - 1.184	22	
1.185 - 1.191	23	
1.192 - 1.199	24	
1.200 - 1.207	25	
1.208 - 1.216	26	
1.217 - 1.224	27	
1.225 - 1.232	28	
1.233 - 1.241	29	
1.242 - 1.249	30	
1.250 - 1.257	31	
1.258 - 1.266	32	
1.267 - 1.274	33	
1.275 - 1.282	34	
1.283 - 1.291	35	
1.292 - 1.299	36	
1.300 - 1.307	37	
1.308 - 1.316	38	
1.317 - 1.324	39	
1.325 - 1.332	40	
1.333 - 1.341	41	
1.342 - 1.349	42	
1.350 - 1.357	43	
1.358 - 1.366	44	
1.367 - 1.374	45	
1.375 - 1.382	46	
1.383 - 1.391	47	
1.392 - 1.399	48	
1.400 - 1.499	49	
1.500 - 1.599	50	Developing
1.600 - 1.699	51	
1.700 - 1.799	51	
1.800 - 1.899	52	
1.900 - 1.999	53	
2.000 - 2.099	54	
2.100 - 2.199	54	
2.200 - 2.299	55	
2.300 - 2.399	56	
2.400 - 2.499	56	
2.500 - 2.599	57	Effective
2.600 - 2.699	57	

Conversion to HEDI Rating for Professional Practice Measures of Teacher Effectiveness "Other Measures"
60 point scale

2.700 - 2.799	57	
2.800 - 2.899	58	
2.900 - 2.999	58	
3.000 - 3.099	58	
3.100 - 3.199	58	
3.200 - 3.299	58	
3.300 - 3.399	58	
3.400 - 3.499	58	
3.500 - 3.599	59	Highly Effective
3.600 - 3.699	59	
3.700 - 3.799	59	
3.800 - 3.899	60	
3.900 - 3.999	60	
4.0	60	

Monroe 2-Orleans BOCES
APPR Improvement Plan Format

This __ week improvement plan is individually developed to address performance areas in need of improvement. This improvement plan will be reviewed _____ in order to monitor the employee's progress in the areas identified in need of improvement.

NAME:
TITLE:
DEPARTMENT:
SUPERVISOR:

AREA(S) OF CONCERN	PERFORMANCE INDICATORS	ACTION STEPS	PROGRESS REVIEWED/DATE

Employee's Signature:_____ Date:_____ Supervisor's Signature: _____ Date: _____

Conversion to HEDI Rating for State Measures 20 point scale

% meeting target	Points	
95%-100%	20	Highly Effective
90%-94%	19	
86%-89%	18	
85%	17	Effective
84%	16	
83%	15	
82%	14	
81%	13	
80%	12	
79%	11	
77%-78%	10	
75%-76%	9	
73%-74%	8	Developing
71%-72%	7	
69%-70%	6	
67%-68%	5	
66%	4	
65%	3	
51%-64%	2	Ineffective
21%-50%	1	
0%-20%	0	

Conversion to HEDI Rating
Local Measures
15 Point Scale

% meeting target	Points	
94%-100%	15	Highly Effective
86%-93%	14	
84%-85%	13	Effective
82%-83%	12	
80%-81%	11	
78%-79%	10	
76%-77%	9	
75%	8	
72%-74%	7	Developing
69%-71%	6	
67%-68%	5	
66%	4	
65%	3	
51%-64%	2	Ineffective
21%-50%	1	
0%-20%	0	

Conversion to HEDI Rating for Local Measures 20 point scale

% meeting target	Points	
95%-100%	20	Highly Effective
90%-94%	19	
86%-89%	18	
85%	17	Effective
84%	16	
83%	15	
82%	14	
81%	13	
80%	12	
79%	11	
77%-78%	10	
75%-76%	9	
73%-74%	8	Developing
71%-72%	7	
69%-70%	6	
67%-68%	5	
66%	4	
65%	3	
51%-64%	2	Ineffective
21%-50%	1	
0%-20%	0	

Conversion to HEDI Rating for Professional Practice Measures of Principal Effectiveness "Other Measures"
60 point scale

1.000 - 1.007	0	Ineffective
1.008- 1.016	1	
1.017 - 1.024	2	
1.025 - 1.032	3	
1.033 - 1.041	4	
1.042 - 1.049	5	
1.050 - 1.057	6	
1.058 - 1.066	7	
1.067 - 1.075	8	
1.076 - 1.082	9	
1.083 - 1.091	10	
1.092 - 1.099	11	
1.100 - 1.107	12	
1.108 - 1.114	13	
1.115 - 1.122	14	
1.123 - 1.130	15	
1.131 - 1.137	16	
1.138 - 1.145	17	
1.146 - 1.153	18	
1.154 - 1.161	19	
1.162 - 1.168	20	
1.169 - 1.176	21	
1.177 - 1.184	22	
1.185 - 1.191	23	
1.192 - 1.199	24	
1.200 - 1.207	25	
1.208 - 1.216	26	
1.217 - 1.224	27	
1.225 - 1.232	28	
1.233 - 1.241	29	
1.242 - 1.249	30	
1.250 - 1.257	31	
1.258 - 1.266	32	
1.267 - 1.274	33	
1.275 - 1.282	34	
1.283 - 1.291	35	
1.292 - 1.299	36	
1.300 - 1.307	37	
1.308 - 1.316	38	
1.317 - 1.324	39	
1.325 - 1.332	40	
1.333 - 1.341	41	
1.342 - 1.349	42	
1.350 - 1.357	43	
1.358 - 1.366	44	
1.367 - 1.374	45	
1.375 - 1.382	46	
1.383 - 1.391	47	
1.392 - 1.399	48	
1.400 - 1.499	49	
1.500 - 1.599	50	Developing
1.600 - 1.699	51	
1.700 - 1.799	51	
1.800 - 1.899	52	
1.900 - 1.999	53	
2.000 - 2.099	54	
2.100 - 2.199	54	
2.200 - 2.299	55	
2.300 - 2.399	56	
2.400 - 2.499	56	
2.500 - 2.599	57	Effective
2.600 - 2.699	57	

Conversion to HEDI Rating for Professional Practice Measures of Principal Effectiveness "Other Measures"
60 point scale

2.700 - 2.799	57	
2.800 - 2.899	58	
2.900 - 2.999	58	
3.000 - 3.099	58	
3.100 - 3.199	58	
3.200 - 3.299	58	
3.300 - 3.399	58	
3.400 - 3.499	58	
3.500 - 3.599	59	Highly Effective
3.600 - 3.699	59	
3.700 - 3.799	59	
3.800 - 3.899	60	
3.900 - 3.999	60	
4.0	60	

Monroe 2-Orleans BOCES
APPR Improvement Plan Format

This __ week improvement plan is individually developed to address performance areas in need of improvement. This improvement plan will be reviewed _____ in order to monitor the employee's progress in the areas identified in need of improvement.

NAME:
TITLE:
DEPARTMENT:
SUPERVISOR:

AREA(S) OF CONCERN	PERFORMANCE INDICATORS	ACTION STEPS	PROGRESS REVIEWED/DATE

Employee's Signature:_____ Date:_____ Supervisor's Signature: _____ Date: _____

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

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

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature:	Date:
Jo Ann Pontinacci	2/26/14

Teachers Union President Signature:	Date:
Robert Dowden	2/26/14

Administrative Union President Signature:	Date:
[illegible]	2/26/2014

Board of Education President Signature:	Date:
R. Charles Ohlson	2/26/2014