



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

Commissioner of Education
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March 25, 2013

Revised

James R. Frame, Superintendent
Odessa-Montour Central School District
PO Box 430
Odessa, NY 14869

Dear Superintendent Frame:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Horst Graefe

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 10, 2012

Updated Wednesday, February 20, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 550101040000

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

550101040000

1.2) School District Name: ODESSA-MONTOUR CSD

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

ODESSA-MONTOUR CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Submission of material changes to an approved APPR plan

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

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

Annual (2012-13)

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

Created Thursday, May 10, 2012
Updated Tuesday, March 19, 2013

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Enterprise Early Literacy
1	State-approved 3rd party assessment	STAR Reading Enterprise
2	State-approved 3rd party assessment	STAR Reading Enterprise

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Once data is reviewed each subject/teacher in collaboration with the evaluator will establish
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>individualized student growth targets using the pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individualized growth target a corresponding 0-20 HEDI score will be determined using the conversion chart listed below. A differentiated model will be used to show growth.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>See 2.11</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>See 2.11</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>See 2.11</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>See 2.11</p>

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	Odessa-Montour Kindergarten Math Locally Developed Assessment
1	State-approved 3rd party assessment	STAR Math Enterprise
2	State-approved 3rd party assessment	STAR Math Enterprise

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>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.</p>	<p>Once data is reviewed each subject/teacher in collaboration with the evaluator will establish individualized student growth targets using the pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individualized growth target a corresponding 0-20 HEDI score will be determined using the conversion chart listed below. A differentiated model will be used to show growth.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>See 2.11</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>See 2.11</p>

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See 2.11

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	Not applicable	Not Applicable
7	District, regional or BOCES-developed assessment	Odessa-Montour 7th Grade Science local assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Once data is reviewed each subject/teacher in collaboration with the evaluator will establish individualized student growth targets using the pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individualized growth target a corresponding 0-20 HEDI score will be determined using the conversion chart listed below. A differentiated model will be used to show growth.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See 2.11

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
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6	Not applicable	Not Applicable
7	District, regional or BOCES-developed assessment	Odessa-Montour 7th Grade Social Studies local Assessment
8	District, regional or BOCES-developed assessment	Odessa-Montour 8th Grade Social Studies local Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Once data is reviewed each subject/teacher in collaboration with the evaluator will establish individualized student growth targets using the pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individualized growth target a corresponding 0-20 HEDI score will be determined using the conversion chart listed below. A differentiated model will be used to show growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11

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	GST BOCES Global 1 Social Studies regional Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Once data is reviewed each subject/teacher in collaboration with the evaluator will establish individualized student growth targets using the pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individualized growth target a corresponding 0-20 HEDI score will be determined using the conversion chart listed below. A differentiated model will be used to show growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Once data is reviewed each subject/teacher in collaboration with the evaluator will establish individualized student growth targets using the pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individualized growth target a corresponding 0-20 HEDI score will be determined using the conversion chart listed below. A differentiated model will be used to show growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11

Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Once data is reviewed each subject/teacher in collaboration with the evaluator will establish individualized student growth targets using the pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individualized growth target a corresponding 0-20 HEDI score will be determined using the conversion chart listed below. A differentiated model will be used to show growth.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Once data is reviewed each subject/teacher in collaboration with the evaluator will establish individualized student growth targets using the pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individualized growth target a corresponding 0-20 HEDI score will be determined using the conversion chart listed below. A differentiated model will be used to show growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11

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	District, Regional or BOCES-developed	Odessa-Montour grade specific Physical Education local assessment
Consumer Science	District, Regional or BOCES-developed	Odessa-Montour 7th Grade Consumer Science local assessment
Music	District, Regional or BOCES-developed	GST BOCES grade specific Music regional assessment
Art	District, Regional or BOCES-developed	GST BOCES grade specific Art regional assessment
Health	District, Regional or BOCES-developed	Odessa-Montour course specific Health local assessment
Technology	District, Regional or BOCES-developed	Odessa-Montour course specific Technology local assessment
Spanish II, III, IV	District, Regional or BOCES-developed	GST BOCES course specific regional assessment

English 12	District, Regional or BOCES-developed	Odessa-Montour 12 grade English local Assessment
Current Issues in Science	District, Regional or BOCES-developed	Odessa-Montour Current Issues in Science local assessment
PASS (Physical Science)	District, Regional or BOCES-developed	Odessa-Montour PASS (Physical Science) local assessment
Business Math	District, Regional or BOCES-developed	Odessa-Montour Business Math local assessment
ACE Calculus	District, Regional or BOCES-developed	Odessa-Montour ACE Calculus local assessment
ACE English	District, Regional or BOCES-developed	Odessa-Montour ACE English local assessment
Geometry B	District, Regional or BOCES-developed	Odessa-Montour Geometry B local assessment
Government	District, Regional or BOCES-developed	Odessa-Montour Government local assessment
Economics	District, Regional or BOCES-developed	Odessa-Montour Economics local Assessment
Pre-Calculus	District, Regional or BOCES-developed	Odessa-Montour Pre-Calculus local assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Once data is reviewed each subject/teacher in collaboration with the evaluator will establish individualized student growth targets using the pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individualized growth target a corresponding 0-20 HEDI score will be determined using the conversion chart listed below. A differentiated model will be used to show growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11

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)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/127865-TXEttx9bQW/Odessa HEDI conversion charts_1.docx

2.12) Locally Developed Controls

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

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

Odessa-Montour will allow the teachers in collaboration with the evaluator to set differentiated targets for students with disabilities and based on students prior academic history.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to	Checked

effectively differentiate educators in ways that improve student learning and instruction.

2.14) Assurances | Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range. Checked

2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. Checked

3. Local Measures (Teachers)

Created Monday, May 14, 2012

Updated Tuesday, March 19, 2013

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise
5	4) State-approved 3rd party assessments	STAR Reading Enterprise
6	4) State-approved 3rd party assessments	STAR Reading Enterprise
7	4) State-approved 3rd party assessments	STAR Reading Enterprise
8	4) State-approved 3rd party assessments	STAR Reading Enterprise

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.	The Odessa-Montour CSD will establish proficiency benchmarks of a level 3 or higher using the OM differentiated growth chart. Based on the overall percentage of students who meet or exceed the established proficiency benchmark a corresponding 0-15 HEDI score will be determined using the uploaded conversion chart in task 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Math Enterprise
5	4) State-approved 3rd party assessments	STAR Math Enterprise
6	4) State-approved 3rd party assessments	STAR Math Enterprise
7	4) State-approved 3rd party assessments	STAR Math Enterprise
8	4) State-approved 3rd party assessments	STAR Math Enterprise

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.	The Odessa-Montour CSD will establish proficiency benchmarks of a level 3 or higher using the OM differentiated growth chart.. Based on the overall percentage of students who meet or exceed the established proficiency benchmark a corresponding 0-15 HEDI score will be determined using the uploaded conversion chart in task 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3

3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

[assets/survey-uploads/5139/129160-rhJdBgDruP/Odessa HEDI conversion charts_1.docx](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
1	4) State-approved 3rd party assessments	STAR Reading Enterprise
2	4) State-approved 3rd party assessments	STAR Reading Enterprise
3	4) State-approved 3rd party assessments	STAR Reading Enterprise

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.	The Odessa-Montour CSD will establish proficiency benchmarks of a level 3 or higher using the OM differentiated growth chart. Based on the overall percentage of students who meet or exceed the established proficiency benchmark a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in task 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Odessa-Montour Developed Kindergarten Math Assessment
1	4) State-approved 3rd party assessments	STAR Math Enterprise
2	4) State-approved 3rd party assessments	STAR Math Enterprise
3	4) State-approved 3rd party assessments	STAR Math Enterprise

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.	For Grades 1, 2, and 3 will establish proficiency benchmarks of a level 3 or higher using the OM differentiated growth chart and Kindergarten will establish a proficiency benchmark of 65 or higher. Based on the overall percentage of students who meet or exceed the established proficiency benchmark a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in task 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or	See 3.13

achievement for grade/subject.	
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not applicable
7	5) District, regional, or BOCES–developed assessments	Odessa-Montour 7th grade science local assessment
8	3) Teacher specific achievement or growth score computed locally	8th grade State 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.	Odessa Montour CSD will establish proficiency benchmarks for grade 7 at 65 or higher and grade 8 will be level 3 or higher using the OM differentiated growth chart. Based on the overall percentage of students who meet or exceed the established proficiency benchmark a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not Applicable
7	5) District, regional, or BOCES–developed assessments	Odessa-Montour 7th grade social studies local assessment
8	5) District, regional, or BOCES–developed assessments	Odessa-Montour 8th grade social studies local 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.	The Odessa-Montour CSD will establish proficiency benchmarks of 65 or higher. Based on the overall percentage of students who meet or exceed the established proficiency benchmark a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	GST BOCES Global I social studies regional assessment

Global 2	3) Teacher specific achievement or growth score computed locally	Global Regents
American History	3) Teacher specific achievement or growth score computed locally	American History Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Odessa-Montour CSD will establish proficiency benchmarks of 65 or higher. Based on the overall percentage of students who meet or exceed the established proficiency benchmark a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	Living Environment Regents
Earth Science	3) Teacher specific achievement or growth score computed locally	Earth Science Regents
Chemistry	3) Teacher specific achievement or growth score computed locally	Chemistry Regents
Physics	3) Teacher specific achievement or growth score computed locally	Physics Regents

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.	The Odessa-Montour CSD will establish proficiency benchmarks of 65 or higher. Based on the overall percentage of students who meet or exceed the established proficiency benchmark a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in task 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	Algebra 1 Regents
Geometry	3) Teacher specific achievement or growth score computed locally	Geometry Regents
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra 2 Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Odessa-Montour CSD will establish proficiency benchmarks of 65 or higher. Based on the overall percentage of students who meet or exceed the established proficiency benchmark a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	GST BOCES 9th grade ELA regional assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	GST BOCES 10th grade ELA regional assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	English Regents

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

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

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.	The Odessa-Montour CSD will establish proficiency benchmarks of 65 or higher. Based on the overall percentage of students who meet or exceed the established proficiency benchmark a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in task 3.13.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

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	5) District/regional/BOCES—developed	Odessa-Montour grade specific Physical Education local assessment
Consumer Science	5) District/regional/BOCES—developed	Odessa-Montour 7th grade consumer science local assessment
Music	5) District/regional/BOCES—developed	GST BOCES grade specific music regional assessment
Art	5) District/regional/BOCES—developed	GST BOcES grade specific Art regional assessment
Health	5) District/regional/BOCES—developed	Odessa-Montour course specific Health local assessment
Technology	5) District/regional/BOCES—developed	Odessa-Montour course specific technology assessment
Spanish II, III, IV	5) District/regional/BOCES—developed	Odessa-Montour course specific Spanish assessment
Pre-calculus	5) District/regional/BOCES—developed	Odessa-Montour Pre-Calculus local assessment
Current Issues in Science	5) District/regional/BOCES—developed	Odessa-Montour Current Issues in Science.local assessment
PASS (Physical Science)	5) District/regional/BOCES—developed	Odessa-Montour PASS (Physical Scinece) local assessment
Business Math	5) District/regional/BOCES—developed	Odessa-Montour Business Math local assessment
ACE Calculus	5) District/regional/BOCES—developed	Odessa-Montour ACE Calculus local assessment
ACE English	5) District/regional/BOCES—developed	Odessa-Montour ACE English local assessment
Geometry B	5) District/regional/BOCES—developed	Odessa-Montour Geometry B local assessment
Government	5) District/regional/BOCES—developed	Odessa-Montour Government local assessment

Economics	5) District/regional/BOCES–developed	Odessa-Montour Economics local assessment
English 12	5) District/regional/BOCES–developed	Odessa-Montour grade 12 ELA local assessment
AIS - ELA K-2	4) State-approved 3rd party	STAR Reading Enterprise
AIS - ELA and Math 3-6	4) State-approved 3rd party	STAR Reading and Math Enterprise
AIS - ELA 7-12	5) District/regional/BOCES–developed	GST BOCES 10th grade ELA regional assessment

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.	The Odessa-Montour CSD will establish proficiency benchmarks of level 3 (using the OM differentiated growth chart) or 65 or higher based on the applicable assessment. Based on the overall percentage of students who meet or exceed the established proficiency benchmark a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

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

[assets/survey-uploads/5139/129160-Rp0Ol6pk1T/updated 3-12 formall other subjects_3.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.

3.14) Locally Developed Controls

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

Odessa-Montour will allow the teachers in collaboration with the evaluator to set differentiated targets for students with disabilities and based on students prior academic history.

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.

The District's process for combining multiple locally selected measures will be to average each preliminary HEDI score together based on the proportion of students within each class measure. This will provide for one overall HEDI score between 0-20 or 0-15. We will always round to the nearest whole number, > or = .5 rounds up and <.5 rounds down.

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 Thursday, May 10, 2012

Updated Tuesday, February 19, 2013

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)

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, 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:

- Checked

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.

Teachers will be assigned a HEDI score from 0 to 60 based on observations and evaluations conducted using the Charlotte Danielson Rubric 2011. In order to determine this score (0 to 60), the Teacher will receive a score of 1 to 4 for each subcomponent observed within the 4 Domains. The score from all observed subcomponents within each domain will be averaged to determine a Domain score out of 1-4. Once all Domains are scored they will be averaged together resulting in an Overall Rubric score out of 1-4. The Overall Rubric Score will then convert to a 0-60 HEDI score using the uploaded conversion chart in Task 4.5.

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

assets/survey-uploads/5091/127867-eka9yMJ855/Odessa conversion table.doc

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Results are well-above District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject
Effective: Overall performance and results meet NYS Teaching Standards.	Results meet District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Results are below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Results are well-below District or BOCES adopted expectations for the growth or achievement of student learning standards for grade/subject.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	52-56
Ineffective	0-51

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	3
4.6) Observations of Probationary Teachers Enter Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	2
4.7) Observations of Tenured Teachers Informal/Short	3
4.7) Observations of Tenured Teachers Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Monday, May 14, 2012

Updated Wednesday, February 13, 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.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	57-58
Developing	52-56
Ineffective	0-51

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Wednesday, May 30, 2012

Updated Wednesday, February 13, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/136123-Df0w3Xx5v6/Odessa Montour TIP Plan Process.docx>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Purpose of Appeal:

The purpose of the internal appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The following appeal process is designed to further this goal.

Timeframe for Filing an Appeal:

Evaluation

All appeals must be submitted in writing on the Evaluation Appeal Form (Appendix) no later than fifteen (15) work days of the date when the teacher receives his/her composite score. The appeal shall be submitted to the Superintendent of Schools and to the Odessa-Montour Teachers Association President. Prior to filing an appeal the teacher shall have the option to request a conference with the Evaluating Administrator, within five (5) work days of receiving the composite score, or a date mutually agreed upon by both parties. Such five (5) work days are included in the fifteen (15) day timeline for filing an appeal. The conference shall be an informal meeting wherein the evaluating administrator and the teacher with optional union representation, are able to discuss the evaluation procedure and/or substantive content at issue. If the teacher is not satisfied with the outcome he/she may proceed with a formal appeal.

Teacher Improvement Plan

If a teacher is challenging the issuance, or substantive content, of a teacher improvement plan, the appeal must be filed within fifteen (15) days of issuance of such plan. 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.

Who:

All tenured and probationary teachers who receive a rating of “developing” or “ineffective” as an overall composite score may process an appeal.

Teachers may submit written rebuttals of overall composite scores of “effective” or “highly effective” if desired, but may not appeal such ratings.

This appeal process shall also be available to all members to appeal procedural errors in the evaluation process or the issuance or implementation of the Teacher Improvement Plan in accordance with state law and regulations.

Burden of Proof:

In an appeal, the teacher has the burden of establishing the facts upon which the decision is sought. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her composite score, or the issuance and/or implementation of the terms of his or her teacher improvement plan and any additional documents or materials relevant to the appeal. The composite score and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

Scope of Appeals:

Appeals procedures will limit the scope of appeals under Education Law §3012-c to the following subjects:

- 1. The school district’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;*
- 2. The adherence to the Commissioner’s regulations, as applicable to such reviews;*
- 3. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or teacher improvement plans; and*
- 4. The school district’s issuance and implementation of the terms of the teacher improvement plan under Educational Law §3012-c.*

Prohibition for More Than One Appeal:

A teacher may not file multiple appeals regarding the composite score or the Teacher Improvement Plan (TIP). All grounds for appeal must be raised with specificity within one appeal (refer to Scope of Appeals). Any grounds not raised at the time the appeal is filed shall be deemed null and void.

Governing Body to Adjudicate the Appeal:

The governing body shall be defined as the “Evaluation Appeals Committee” (EAC). For each appeal, the EAC shall be comprised of:

- A. One administrator. The administrator appointed to the EAC shall not be the administrator who authored the evaluation and shall be chosen by the Superintendent or his/her designee.*
- B. Two tenured teachers. The tenured teachers appointed to the EAC shall be chosen by the President of the Odessa-Montour Teachers Association or his/her designee.*

Every effort will be made to maintain the anonymity of the EAC. Votes leading to the EAC decision will be anonymous.

Appeals Decision Making:

Level 1:

- A. The EAC shall reach their findings through unanimous vote.*
- B. The EAC will issue a written decision within 15 work days of the appeal.*
- C. If a unanimous decision is not reached, the appeal will move to Level 2 process.*

Level 2:

A. If the Superintendent upholds the appeal, the district will take necessary steps to revise the composite score accordingly. If the Superintendent denies the appeal, the decision of the evaluator of record stands. The decision of the Superintendent is final and binding. However, nothing in the appeals process prevents the OMTA from filing a grievance regarding the observation process set forth in Article 12 of the collective bargaining agreement.

B. The Superintendent shall issue a written decision within 15 work days from the receipt of the decision of the EAC.

Exclusivity of Section 3012-c Appeal Procedure:

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to the composite score and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a composite score and/or improvement plan, except as otherwise authorized by law.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The District will provide training to all lead evaluators from BOCES Certified Network Trainer. Each lead evaluator will be required to attend all trainings and provide documentation of all trainings. The trainings will consist of NYS Teaching and Leadership Standards, Evidence-Based Observation Techniques, Application and use of Student Growth and Value-Added Models, Application and Use of Site-Approved Teacher Rubrics, Application and Use of Assessment Tools Used, Application and Use of State Approved Locally Developed Measures of Student Achievement, Use of the Statewide Instructional Reporting System, The Scoring Methodology Used by the Department and/or Your District, Specific Considerations in Evaluating Teachers and Principals of ELL and SWD. Lead evaluators attend approximately 7-10 full day (8 hours) of training by GST BOCES per year. The District will purchase an inter-reliability program from the state approved Teachscape Rubric company. All administrators will go through the inter-reliability videos to maintain accurate and reliable results for all evaluations. Each lead evaluator will participate in a minimum of 50 hours of training provided by BOCES network team leader, Professional Development resources purchased by the District, and Inter-Reliability training purchased by the District. The Odessa-Montour Central School District Board of Education will certify all lead evaluators and then will re-certify lead evaluators annually based on the GST BOCES trainings, Odessa-Montour in-district professional development, and Teachscape Inter-reliability training is completed as stated for the initial certification for lead evaluators noted above.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, June 25, 2012

Updated Monday, March 18, 2013

Page 1

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

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

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

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):

3-6
7-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
BC Cate K-2	State-approved 3rd party assessment	STAR Math Enterprise Grades 1, 2 Assessment
BC Cate K-2	State-approved 3rd party assessment	STAR Reading Enterprise Grades 1 and 2 Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Once data is reviewed each Principal in collaboration with the Superintendent will establish grade level student growth targets using the pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individualized growth target a corresponding 0-20 HEDI score will be determined using the conversion chart listed below. A differentiated model will be used to show growth
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See attached chart
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached chart
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached chart
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See attached chart

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

assets/survey-uploads/5365/145289-lha0DogRNw/Odessa HEDI conversion charts_1.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

Odessa-Montour will allow the principal in collaboration with the Superintendent to set differentiated proficiency benchmarks for students with disabilities and based on students prior academic history.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.

Checked

8. Local Measures (Principals)

Created Monday, June 25, 2012

Updated Monday, March 18, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
3-6	(d) measures used by district for teacher evaluation	STAR Reading and Math Enterprise
7-12	(d) measures used by district for teacher evaluation	Global, American History, Living Environment, ELA 11, Algebra I Regents Exams

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.	The Odessa-Montour CSD will establish proficiency benchmarks of a level 3 or higher (using the differentiated growth chart) or 65 or higher. Based on the overall percentage of students who meet or exceed the established proficiency benchmark a corresponding 0-15 HEDI score will be determined using the uploaded conversion chart in task 8.1.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Chart
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart

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

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

(No response)

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

[assets/survey-uploads/5366/145290-qBFVOWF7fC/Odessa HEDI conversion charts_1.docx](#)

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

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

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

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

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

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

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

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

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

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

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

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th

grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
BC Cate K-2	(d) measures used by district for teacher evaluation	STAR Reading and Math Enterprise

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.	The Odessa-Montour CSD will establish proficiency benchmarks of a level 3 (using differentiated growth chart) or higher or 65 or higher. Based on the overall percentage of students who meet or exceed the established proficiency benchmark a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in task 8.2.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 8.2
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 8.2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 8.2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 8.2

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

(No response)

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

assets/survey-uploads/5366/145290-T8MIGWUVm1/Odessa HEDI conversion charts_1.docx

8.3) Locally Developed Controls

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

Odessa-Montour will allow the principal in collaboration with the Superintendent to set differentiated proficiency benchmarks for students with disabilities and based on students prior academic history.

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.

The district's process for combining multiple locally selected measures will be to average each preliminary HEDI score together based on the proportion of students within each class measure. This will result in a final HEDI score for the principal. We will always round to the nearest whole number, > or = .5 rounds up and <.5 rounds down.

8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.

Check

9. Other Measures of Effectiveness (Principals)

Created Wednesday, May 30, 2012
Updated Tuesday, February 19, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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)

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.

Principals will be assigned a HEDI score from 0 to 60 based on observations and evaluations conducted using the Multidimensional Principal Performance Rubric. In order to determine this score (0 to 60), the Principal will receive a score of 1 to 4 for each subcomponent observed within the 6 Domains. The score from all observed subcomponents within each domain will be averaged to determine a Domain score out of 1-4. Once all Domains are scored they will be averaged together resulting in an Overall Rubric score out of 1-4. The Overall Rubric Score will then convert to a 0-60 HEDI score using the uploaded conversion chart in Task 9.7.

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

assets/survey-uploads/5143/136242-pMADJ4gk6R/Odessa conversion table.doc

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

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

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	52-56
Ineffective	0-51

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Monday, June 25, 2012

Updated Wednesday, February 20, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	59-60
Effective	57-58
Developing	52-56
Ineffective	0-51

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, June 25, 2012

Updated Wednesday, February 13, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/145292-Df0w3Xx5v6/Principals PIP plan.docx>

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Purpose of Appeal:

The purpose of the internal appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The following appeal process is designed to further this goal.

Timeframe for Filing an Appeal:

Evaluation

All appeals must be submitted in writing on the Evaluation Appeal Form (Appendix) no later than fifteen (15) work days of the date when the principal receives their composite score. The appeal shall be submitted to the Superintendent of Schools. Prior to filing an appeal the principal shall have the option to request a conference with the Superintendent, within five (5) work days of receiving the composite score, or a date mutually agreed upon by both parties. Such five (5) work days are included in the fifteen (15) day timeline for filing an appeal. The conference shall be an informal meeting wherein the Superintendent and the principal are able to discuss the evaluation procedure and/or substantive content at issue. If the principal is not satisfied with the outcome he/she may proceed with a formal appeal.

Principal Improvement Plan

If a principal is challenging the issuance of a principal improvement plan, the appeal must be filed within fifteen (15) days of issuance of such plan. 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.

Who:
All tenured and probationary principals who receive a rating of “developing” or “ineffective” as an overall composite score may process an appeal. Principals may submit written rebuttals of overall composite scores of “effective” or “highly effective” if desired, but may not appeal such ratings. This appeal process shall also be available to all members to appeal procedural errors in the evaluation process or the issuance or implementation of the Principal Improvement Plan in accordance with state law and regulations.

Burden of Proof:
In an appeal, the principal has the burden of establishing the facts upon which the decision is sought. When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his or her composite score, or the issuance and/or implementation of the terms of his or her principal improvement plan and any additional documents or materials relevant to the appeal. The composite score and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

Scope of Appeals:
Appeals procedures will limit the scope of appeals under Education Law §3012-c to the following subjects:

1. The school district’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
2. The adherence to the Commissioner’s regulations, as applicable to such reviews;
3. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or principal improvement plans; and
4. The school district’s issuance and implementation of the terms of the principal improvement plan under Educational Law §3012-c.

Prohibition for More Than One Appeal:
A principal may not file multiple appeals regarding the composite score or the Principal Improvement Plan (TIP). All grounds for appeal must be raised with specificity within one appeal (refer to Scope of Appeals). Any grounds not raised at the time the appeal is filed shall be deemed null and void.

Governing Body to Adjudicate the Appeal:
The governing body shall be the Superintendent.

Appeals Decision Making:
The Superintendent will issue a written decision within 15 work days of the appeal.

Exclusivity of Section 3012-c Appeal Procedure:
The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to the composite score and/or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a composite score and/or improvement plan, except as otherwise authorized by law.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The District will provide training to all lead evaluators from BOCES Certified Network Trainer. Each lead evaluator will be required to attend all trainings and provide documentation of all trainings. The trainings will consist of NYS Teaching and Leadership

Standards, Evidence-Based Observation Techniques, Application and use of Student Growth and Value-Added Models, Application and Use of State-Approved Teacher Rubrics, Application and Use of Assessment Tools Used, Application and Use of State Approved Locally Developed Measures of Student Achievement, Use of the Statewide Instructional Reporting System, The Scoring Methodology Used by the Department and/or Your District, Specific Considerations in Evaluating Teachers and Principals of ELL and SWD. Lead evaluators attend approximately 7-10 full day (8 hours) of training by GST BOCES per year. Each lead evaluator will participate in a minimum of 50 hours of training provided by BOCES network team leader, Professional Development resources purchased by the District, and Inter-Reliability training by GST BOCES network team trainer will be conducted. The Odessa-Montour Central School District Board of Education will certify all lead evaluators and then will re-certify lead evaluators annually based on the GST BOCES trainings, Odessa-Montour in-district professional development, and GST BOCES Inter-reliability training as stated for the initial certification for lead evaluators noted above.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, June 19, 2012

Updated Monday, March 25, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/144057-3Uqgn5g9Iu/APPR Signatures.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
Spanish I	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Odessa-Montour Spanish I locally created Assessment
Special Education K-2 grades	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input checked="" type="radio"/> School/BOCES-wide/group/team results based on State	STAR Enterprise Reading and STAR Enterprise Math
Special Education 3-8 Grade	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input checked="" type="radio"/> School/BOCES-wide/group/team results based on State	Course Specific NYS ELA and Math State Assessment 4-8
Special Education 9-12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input checked="" type="radio"/> School/BOCES-wide/group/team results based on State	NYS Regents Exams: ELA 11 Regents Global Regents US History Regents

		Algebra Regents Living Environ. Regents
--	--	--

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.	Once data is reviewed each subject/teacher in collaboration with the evaluator will establish individualized student growth targets using the pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individualized growth target a corresponding 0-20 HEDI score will be determined using the conversion chart listed below. A differentiated model will be used to show growth
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11

20 points Conversion Chart (State and Local)

**Special Education students target = to safety net score of 55 or better (FOR TASK 3 LOCAL)

Rating Points	Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percentage of students whose progress meets targeted expectations	0-29% of students meet target 0-10% = 0 pts 11-20% = 1 pt 21-29% = 2pts	30-49% of students meet target 30-32% = 3 33-35% = 4 36-38% = 5 39-41% = 6 42-44% = 7 45-49% = 8	50-85% of students meet target 50-51% = 9 52-54% = 10 55-57% = 11 58-60% = 12 61-65% = 13 66-69% = 14 70-75% = 15 76-80% = 16 81-85% = 17	86% + of students meet target 86-90% = 18 91-95% = 19 96%+ = 20

**Special Education students will achieve a 55 or better or Level 2 for applicable assessments

Local VALUE-ADDED MODEL 15 POINTS

(70% score 25th %ile for those that receive a SPG score – 4-8 ELA and Math)

**Special Education students target = to safety net score of 55 or better (FOR TASK 3 LOCAL)

Rating Points	Ineffective 0-2	Developing 3-7	Effective 8-13	Highly Effective 14-15
Percentage of students whose progress meets targeted expectations	0-29% of students meet target 0-10% = 0 pts 11-20% = 1 pt 21-29% = 2pts	30-49% of students meet target 30-33% = 3 34-36% = 4 37-39% = 5 40-44% = 6 45-49% = 7	50-85% of students meet target 50-55% = 8 56-62% = 9 63-68% = 10 69-75% = 11 76-80% = 12 81-85% = 13	86% + of students meet target 86-93% = 14 94%+ = 15

**Special Education students will achieve a 55 or better or Level 2 for applicable assessments

GROWTH MODEL FOR STATE 20 POINTS (State – differentiated growth model)

	End Level 1	End Level 2	End Level 3	End Level 4
Start Level 1	NO*	YES	YES	YES
Start Level 2	NO	NO*	YES	YES
Start Level 3	NO	NO	YES	YES
Start Level 4	NO	NO	YES	YES

*Special Education will measure growth based on learning expectancy

LEVEL 1 = 10%ile and below

0-44%

Level 3 = 25th – 39%ile

65 – 84%

LEVEL 2 = 11 – 24%ile

45 – 64%

Level 4 = 40%ile and up

85% and up

Rubric Scoring Table- Danielson: Framework for Teaching (2011)

2012-2013	Rubric 60 points	Local 20 points	State 20 Points 25 Points (4-8)	Value-Added 15 Points (4-8)
Ineffective/Unsatisfactory = 1	0-51	0-2	0-2 0-2	0-2
Developing/Basic = 2	52-56	3-8	3-8 3-9	3-7
Effective/Proficient = 3	57-58	9-17	9-17 10-21	8-13
Highly Effective/Distinguished = 4	59-60	18-20	18-20 22-25	14-15

***Value added model is for ELA and Math 4-8 – State Growth is worth 25 points and Local value added is worth 15 points.**

Each component is scored on a 1-4 rating. All 22 components are then averaged and assigned the corresponding HEDI points based off of the conversion chart.

Odessa-Montour 0-60 CONVERSION CHART

Ineffective 1.0 - 1.99 Points		Developing 2.00 – 2.74 Points	Effective 2.75 – 3.49 Points	Highly Effective 3.5 – 4.0 Points
1.98 – 1.99 = 51	1.38 – 1.39 = 21	2.60 – 2.74 = 56	3.12 – 3.49 = 58	3.75 – 4.0 = 60
1.96 – 1.97 = 50	1.36 – 1.37 = 20	2.45 – 2.59 = 55	2.75 – 3.11 = 57	3.50 – 3.74 = 59
1.94 – 1.95 = 49	1.34 – 1.35 = 19	2.30 – 2.44 = 54		
1.92 – 1.93 = 48	1.32 – 1.33 = 18	2.15 – 2.29 = 53		
1.90 – 1.91 = 47	1.30 – 1.31 = 17	2.00 – 2.14 = 52		
1.88 – 1.89 = 46	1.28 – 1.29 = 16			
1.86 – 1.87 = 45	1.26 – 1.27 = 15			
1.84 – 1.85 = 44	1.24 – 1.25 = 14			
1.82 – 1.83 = 43	1.22 – 1.23 = 13			
1.80 – 1.81 = 42	1.20 – 1.21 = 12			
1.78 – 1.79 = 41	1.18 – 1.19 = 11			
1.76 – 1.77 = 40	1.16 – 1.17 = 10			
1.74 – 1.75 = 39	1.14 – 1.15 = 9			
1.72 – 1.73 = 38	1.12 – 1.13 = 8			
1.70 – 1.71 = 37	1.10 – 1.11 = 7			
1.68 – 1.69 = 36	1.08 – 1.09 = 6			
1.66 – 1.67 = 35	1.06 – 1.07 = 5			
1.64 – 1.65 = 34	1.04 – 1.05 = 4			
1.62 – 1.63 = 33	1.03 = 3			
1.60 – 1.61 = 32	1.02 = 2			
1.58 – 1.59 = 31	1.01 = 1			
1.56 – 1.57 = 30	1.00 = 0			
1.54 – 1.55 = 29				
1.52 – 1.53 = 28				
1.50 – 1.51 = 27				
1.48 – 1.49 = 26				
1.46 – 1.47 = 25				
1.44 – 1.45 = 24				
1.42 – 1.43 = 23				
1.40 – 1.41 = 22				

20 points Conversion Chart (State and Local)

**Special Education students target = to safety net score of 55 or better (FOR TASK 3 LOCAL)

Rating Points	Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percentage of students whose progress meets targeted expectations	0-29% of students meet target 0-10% = 0 pts 11-20% = 1 pt 21-29% = 2pts	30-49% of students meet target 30-32% = 3 33-35% = 4 36-38% = 5 39-41% = 6 42-44% = 7 45-49% = 8	50-85% of students meet target 50-51% = 9 52-54% = 10 55-57% = 11 58-60% = 12 61-65% = 13 66-69% = 14 70-75% = 15 76-80% = 16 81-85% = 17	86% + of students meet target 86-90% = 18 91-95% = 19 96%+ = 20

**Special Education students will achieve a 55 or better or Level 2 for applicable assessments

Local VALUE-ADDED MODEL 15 POINTS

(70% score 25th %ile for those that receive a SPG score – 4-8 ELA and Math)

**Special Education students target = to safety net score of 55 or better (FOR TASK 3 LOCAL)

Rating Points	Ineffective 0-2	Developing 3-7	Effective 8-13	Highly Effective 14-15
Percentage of students whose progress meets targeted expectations	0-29% of students meet target 0-10% = 0 pts 11-20% = 1 pt 21-29% = 2pts	30-49% of students meet target 30-33% = 3 34-36% = 4 37-39% = 5 40-44% = 6 45-49% = 7	50-85% of students meet target 50-55% = 8 56-62% = 9 63-68% = 10 69-75% = 11 76-80% = 12 81-85% = 13	86% + of students meet target 86-93% = 14 94%+ = 15

**Special Education students will achieve a 55 or better or Level 2 for applicable assessments

GROWTH MODEL FOR STATE 20 POINTS (State – differentiated growth model)

	End Level 1	End Level 2	End Level 3	End Level 4
Start Level 1	NO*	YES	YES	YES
Start Level 2	NO	NO*	YES	YES
Start Level 3	NO	NO	YES	YES
Start Level 4	NO	NO	YES	YES

*Special Education will measure growth based on learning expectancy

LEVEL 1 = 10%ile and below

0-44%

Level 3 = 25th – 39%ile

65 – 84%

LEVEL 2 = 11 – 24%ile

45 – 64%

Level 4 = 40%ile and up

85% and up

Rubric Scoring Table- Danielson: Framework for Teaching (2011)

2012-2013	Rubric 60 points	Local 20 points	State 20 Points 25 Points (4-8)	Value-Added 15 Points (4-8)
Ineffective/Unsatisfactory = 1	0-51	0-2	0-2 0-2	0-2
Developing/Basic = 2	52-56	3-8	3-8 3-9	3-7
Effective/Proficient = 3	57-58	9-17	9-17 10-21	8-13
Highly Effective/Distinguished = 4	59-60	18-20	18-20 22-25	14-15

***Value added model is for ELA and Math 4-8 – State Growth is worth 25 points and Local value added is worth 15 points.**

Each component is scored on a 1-4 rating. All 22 components are then averaged and assigned the corresponding HEDI points based off of the conversion chart.

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
Spanish I	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input checked="" type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Odessa-Montour Locally Created Spanish I assessment
Special Education K-2	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input checked="" type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	STAR Reading and Math Enterprise Assessment
Special Education 3-8	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State 	STAR Math and Reading Enterprise

	<ul style="list-style-type: none"> <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input checked="" type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Assessment
Special Education 10 th ELA Co-Teacher	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input checked="" type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Odessa-Montour English 10 locally created assessment
Special Education 9-12 Co-Teacher	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input checked="" type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed 	<p>Living Environment Regents</p> <p>Integrated Algebra Regents</p> <p>US History Regents Exam</p> <p>(each co-teacher will use one assessment specific to what they</p>

	<ul style="list-style-type: none"> <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	teach)
Special Education 8:1:1 Self-Contained Teacher	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input checked="" type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	STAR Reading or Math Enterprise
ACE American History	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input checked="" type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	American History Regents

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.	
Highly Effective (14 - 15 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject.	
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	

20 points Conversion Chart (State and Local)

**Special Education students target = to safety net score of 55 or better (FOR TASK 3 LOCAL)

Rating Points	Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percentage of students whose progress meets targeted expectations	0-29% of students meet target 0-10% = 0 pts 11-20% = 1 pt 21-29% = 2pts	30-49% of students meet target 30-32% = 3 33-35% = 4 36-38% = 5 39-41% = 6 42-44% = 7 45-49% = 8	50-85% of students meet target 50-51% = 9 52-54% = 10 55-57% = 11 58-60% = 12 61-65% =13 66-69% = 14 70-75% =15 76-80% = 16 81-85% = 17	86% + of students meet target 86-90% = 18 91-95% = 19 96%+ = 20

**Special Education students will achieve a 55 or better or Level 2 for applicable assessments

Local VALUE-ADDED MODEL 15 POINTS

(70% score 25th %ile for those that receive a SPG score – 4-8 ELA and Math)

**Special Education students target = to safety net score of 55 or better (FOR TASK 3 LOCAL)

Rating Points	Ineffective 0-2	Developing 3-7	Effective 8-13	Highly Effective 14-15
Percentage of students whose progress meets targeted expectations	0-29% of students meet target 0-10% = 0 pts 11-20% = 1 pt 21-29% = 2pts	30-49% of students meet target 30-33% = 3 34-36% = 4 37-39% = 5 40-44% = 6 45-49% = 7	50-85% of students meet target 50-55% = 8 56-62% = 9 63-68% = 10 69-75% =11 76-80% =12 81-85% =13	86% + of students meet target 86-93% = 14 94%+ = 15

**Special Education students will achieve a 55 or better or Level 2 for applicable assessments

GROWTH MODEL FOR STATE 20 POINTS (State – differentiated growth model)

	End Level 1	End Level 2	End Level 3	End Level 4
Start Level 1	NO*	YES	YES	YES
Start Level 2	NO	NO*	YES	YES
Start Level 3	NO	NO	YES	YES
Start Level 4	NO	NO	YES	YES

*Special Education will measure growth based on learning expectancy

LEVEL 1 = 10%ile and below

0-44%

Level 3 = 25th – 39%ile

65 – 84%

LEVEL 2 = 11 – 24%ile

45 – 64%

Level 4 = 40%ile and up

85% and up

Rubric Scoring Table- Danielson: Framework for Teaching (2011)

2012-2013	Rubric 60 points	Local 20 points	State 20 Points 25 Points (4-8)	Value-Added 15 Points (4-8)
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Developing/Basic = 2	52-56	3-8	3-8 3-9	3-7
Effective/Proficient = 3	57-58	9-17	9-17 10-21	8-13
Highly Effective/Distinguished = 4	59-60	18-20	18-20 22-25	14-15

***Value added model is for ELA and Math 4-8 – State Growth is worth 25 points and Local value added is worth 15 points.**

Each component is scored on a 1-4 rating. All 22 components are then averaged and assigned the corresponding HEDI points based off of the conversion chart.

Odessa-Montour Tip Process

If a teacher is rated “developing” or “ineffective,” the District shall develop and implement a Teacher Improvement Plan (here-in referred to as TIP).

A TIP is intended to help teachers improve professionally. It is not intended to be used as a disciplinary penalty.

Process:

Upon rating a teacher as “developing” or “ineffective” through an annual professional performance review/composite score (here-in referred to as APPR), the school district must develop and commence implementation of a TIP for such teacher. Participants in the improvement process shall include the teacher in need of improvement and the evaluating administrator. At the request of the teacher, a union representative may be present at the initial meeting and/or at any juncture in the process.

- The school district in collaboration with the teacher shall formulate and commence implementation of a TIP for such teacher as soon as practicable but in no case later than ten (10) school days after the opening of classes for the school year.
- The development of the TIP shall be based on constructive conversation identifying the targeted performance area and specific recommendations to assist in improvement. The teacher and the evaluating administrator will jointly reflect on the targeted area and collaboratively develop a plan. The plan shall be documented on the District’s TIP form. The signatures of the teacher and the building principal are required on the form.
- The TIP shall involve a period of at least sixty (60) work days from the implementation.
- The plan should clearly describe the professional learning activities that the teacher must complete. These activities should be connected directly to the areas needing improvement. The artifacts that the teacher produces can serve as benchmarks of improvement and as evidence for the final stage of the improvement plan. The artifacts could include items such as lesson plans and supporting materials, including student work.
- The plan should clearly state the additional support, assistance, and timeline for assessing on-going progress made toward goals. In the final stage of the improvement plan, the teacher should meet with his or her evaluating administrator to review the plan. Any artifacts and evidence from evaluations may be used in determining whether adequate improvement has been made in the required areas outlined within the plan.
- Continued concerns would warrant consideration of removal of probationary teachers or a 3020a procedure for tenured teachers.

No provision of this process shall limit the rights of an individual under applicable state or federal laws, or other provisions of the Odessa-Montour Teachers Association contract, nor limit or reduce powers and duties of the District Superintendent and the Board of Education.

TIP Checklist

A TIP must include the following:

- Identification of needed area(s) of improvement.
- A timeline for achieving improvement.
- Manner in which improvement will be assessed.
- Where appropriate, differentiated activities to support a teacher's improvement.

A TIP may include but is not limited to the following:

- Identification of multiple resources to help the teacher, including but not limited to mentors, the Teacher Center, BOCES, Higher Ed., etc.
- Release time for courses, workshops, observations, mentoring that may occur on school time.
- Outline of any staff development required to assist the teacher in the improvement of designated area of concern.
- Modeling of desired practices by an administrator, outside specialist, mentor, and/or a National Board Certified Teacher.

20 points Conversion Chart (State and Local)

**Special Education students target = to safety net score of 55 or better (FOR TASK 3 LOCAL)

Rating Points	Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percentage of students whose progress meets targeted expectations	0-29% of students meet target 0-10% = 0 pts 11-20% = 1 pt 21-29% = 2pts	30-49% of students meet target 30-32% = 3 33-35% = 4 36-38% = 5 39-41% = 6 42-44% = 7 45-49% = 8	50-85% of students meet target 50-51% = 9 52-54% = 10 55-57% = 11 58-60% = 12 61-65% = 13 66-69% = 14 70-75% = 15 76-80% = 16 81-85% = 17	86% + of students meet target 86-90% = 18 91-95% = 19 96%+ = 20

**Special Education students will achieve a 55 or better or Level 2 for applicable assessments

Local VALUE-ADDED MODEL 15 POINTS

(70% score 25th %ile for those that receive a SPG score – 4-8 ELA and Math)

**Special Education students target = to safety net score of 55 or better (FOR TASK 3 LOCAL)

Rating Points	Ineffective 0-2	Developing 3-7	Effective 8-13	Highly Effective 14-15
Percentage of students whose progress meets targeted expectations	0-29% of students meet target 0-10% = 0 pts 11-20% = 1 pt 21-29% = 2pts	30-49% of students meet target 30-33% = 3 34-36% = 4 37-39% = 5 40-44% = 6 45-49% = 7	50-85% of students meet target 50-55% = 8 56-62% = 9 63-68% = 10 69-75% = 11 76-80% = 12 81-85% = 13	86% + of students meet target 86-93% = 14 94%+ = 15

**Special Education students will achieve a 55 or better or Level 2 for applicable assessments

GROWTH MODEL FOR STATE 20 POINTS (State – differentiated growth model)

	End Level 1	End Level 2	End Level 3	End Level 4
Start Level 1	NO*	YES	YES	YES
Start Level 2	NO	NO*	YES	YES
Start Level 3	NO	NO	YES	YES
Start Level 4	NO	NO	YES	YES

*Special Education will measure growth based on learning expectancy

LEVEL 1 = 10%ile and below
0-44%

Level 3 = 25th – 39%ile
65 – 84%

LEVEL 2 = 11 – 24%ile
45 – 64%

Level 4 = 40%ile and up
85% and up

Rubric Scoring Table- Danielson: Framework for Teaching (2011)

2012-2013	Rubric 60 points	Local 20 points	State 20 Points 25 Points (4-8)	Value-Added 15 Points (4-8)
Ineffective/Unsatisfactory = 1	0-51	0-2	0-2 0-2	0-2
Developing/Basic = 2	52-56	3-8	3-8 3-9	3-7
Effective/Proficient = 3	57-58	9-17	9-17 10-21	8-13
Highly Effective/Distinguished = 4	59-60	18-20	18-20 22-25	14-15

***Value added model is for ELA and Math 4-8 – State Growth is worth 25 points and Local value added is worth 15 points.**

Each component is scored on a 1-4 rating. All 22 components are then averaged and assigned the corresponding HEDI points based off of the conversion chart.

20 points Conversion Chart (State and Local)

**Special Education students target = to safety net score of 55 or better (FOR TASK 3 LOCAL)

Rating Points	Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percentage of students whose progress meets targeted expectations	0-29% of students meet target 0-10% = 0 pts 11-20% = 1 pt 21-29% = 2pts	30-49% of students meet target 30-32% = 3 33-35% = 4 36-38% = 5 39-41% = 6 42-44% = 7 45-49% = 8	50-85% of students meet target 50-51% = 9 52-54% = 10 55-57% = 11 58-60% = 12 61-65% = 13 66-69% = 14 70-75% = 15 76-80% = 16 81-85% = 17	86% + of students meet target 86-90% = 18 91-95% = 19 96%+ = 20

**Special Education students will achieve a 55 or better or Level 2 for applicable assessments

Local VALUE-ADDED MODEL 15 POINTS

(70% score 25th %ile for those that receive a SPG score – 4-8 ELA and Math)

**Special Education students target = to safety net score of 55 or better (FOR TASK 3 LOCAL)

Rating Points	Ineffective 0-2	Developing 3-7	Effective 8-13	Highly Effective 14-15
Percentage of students whose progress meets targeted expectations	0-29% of students meet target 0-10% = 0 pts 11-20% = 1 pt 21-29% = 2pts	30-49% of students meet target 30-33% = 3 34-36% = 4 37-39% = 5 40-44% = 6 45-49% = 7	50-85% of students meet target 50-55% = 8 56-62% = 9 63-68% = 10 69-75% = 11 76-80% = 12 81-85% = 13	86% + of students meet target 86-93% = 14 94%+ = 15

**Special Education students will achieve a 55 or better or Level 2 for applicable assessments

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**Special Education students target = to safety net score of 55 or better (FOR TASK 3 LOCAL)

Rating Points	Ineffective 0-2	Developing 3-7	Effective 8-13	Highly Effective 14-15
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***Value added model is for ELA and Math 4-8 – State Growth is worth 25 points and Local value added is worth 15 points.**

Each component is scored on a 1-4 rating. All 22 components are then averaged and assigned the corresponding HEDI points based off of the conversion chart.

Odessa-Montour 0-60 CONVERSION CHART

Ineffective 1.0 - 1.99 Points		Developing 2.00 - 2.74 Points	Effective 2.75 - 3.49 Points	Highly Effective 3.5 - 4.0 Points
1.98 - 1.99 = 51	1.38 - 1.39 = 21	2.60 - 2.74 = 56	3.12 - 3.49 = 58	3.75 - 4.0 = 60
1.96 - 1.97 = 50	1.36 - 1.37 = 20	2.45 - 2.59 = 55	2.75 - 3.11 = 57	3.50 - 3.74 = 59
1.94 - 1.95 = 49	1.34 - 1.35 = 19	2.30 - 2.44 = 54		
1.92 - 1.93 = 48	1.32 - 1.33 = 18	2.15 - 2.29 = 53		
1.90 - 1.91 = 47	1.30 - 1.31 = 17	2.00 - 2.14 = 52		
1.88 - 1.89 = 46	1.28 - 1.29 = 16			
1.86 - 1.87 = 45	1.26 - 1.27 = 15			
1.84 - 1.85 = 44	1.24 - 1.25 = 14			
1.82 - 1.83 = 43	1.22 - 1.23 = 13			
1.80 - 1.81 = 42	1.20 - 1.21 = 12			
1.78 - 1.79 = 41	1.18 - 1.19 = 11			
1.76 - 1.77 = 40	1.16 - 1.17 = 10			
1.74 - 1.75 = 39	1.14 - 1.15 = 9			
1.72 - 1.73 = 38	1.12 - 1.13 = 8			
1.70 - 1.71 = 37	1.10 - 1.11 = 7			
1.68 - 1.69 = 36	1.08 - 1.09 = 6			
1.66 - 1.67 = 35	1.06 - 1.07 = 5			
1.64 - 1.65 = 34	1.04 - 1.05 = 4			
1.62 - 1.63 = 33	1.03 = 3			
1.60 - 1.61 = 32	1.02 = 2			
1.58 - 1.59 = 31	1.01 = 1			
1.56 - 1.57 = 30	1.00 = 0			
1.54 - 1.55 = 29				
1.52 - 1.53 = 28				
1.50 - 1.51 = 27				
1.48 - 1.49 = 26				
1.46 - 1.47 = 25				
1.44 - 1.45 = 24				
1.42 - 1.43 = 23				
1.40 - 1.41 = 22				

Odessa-Montour Principal (PIP) Process

If a principal is rated “developing” or “ineffective,” the District shall develop and implement a Principal Improvement Plan (here-in referred to as PIP).

A PIP is intended to help principals improve professionally. It is not intended to be used as a disciplinary penalty.

Process:

Upon rating a principal as “developing” or “ineffective” through an annual professional performance review/composite score (here-in referred to as APPR), the school district must develop and commence implementation of a PIP for such principal. Participants in the improvement process shall include the principal in need of improvement and the Superintendent.

- The Superintendent in collaboration with the principal shall formulate and commence implementation of a PIP as soon as practicable but in no case later than ten (10) school days after the opening of classes for the school year.
- The development of the PIP shall be based on constructive conversation identifying the targeted performance area and specific recommendations to assist in improvement. The principal and the Superintendent will jointly reflect on the targeted area and collaboratively develop a plan. The plan shall be documented on the District’s PIP form. The signatures of the principal and the Superintendent are required on the form.
- The PIP shall involve a period of at least sixty (60) work days from the implementation.
- The plan should clearly describe the professional learning activities that the principal must complete. These activities should be connected directly to the areas needing improvement. The artifacts that the principal produces can serve as benchmarks of improvement and as evidence for the final stage of the improvement plan.
- The plan should clearly state the additional support, assistance, and timeline for assessing on-going progress made toward goals. In the final stage of the improvement plan, the principal should meet with the Superintendent to review the plan. Any artifacts and evidence from evaluations may be used in determining whether adequate improvement has been made in the required areas outlined within the plan.
- Continued concerns would warrant consideration of removal of probationary principals or a 3020a procedure for tenured principals.

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

PIP Checklist

A PIP must include the following:

- Identification of needed area(s) of improvement.
- A timeline for achieving improvement.
- Manner in which improvement will be assessed.
- Where appropriate, differentiated activities to support a principal's improvement.

A PIP may include but is not limited to the following:

- Identification of multiple resources to help the principal, including but not limited to mentors, BOCES, Higher Ed., etc.
- Release time for courses, workshops, observations, mentoring that may occur on school time.
- Outline of any staff development required to assist the principal in the improvement of designated area of concern.
- Modeling of desired practices by an administrator, outside specialist, and/or mentor.

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

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

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

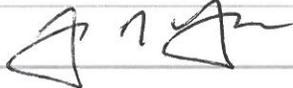
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

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

Signatures, dates

Superintendent Signature: Date:

 3/19/13

Teachers Union President Signature: Date:

Angela Z Cartwright 3/19/13

Administrative Union President Signature: Date:

No Administrative Union

Board of Education President Signature: Date:

Debra Harrington 3/19/13