



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

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

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

May 21, 2014

Revised

William J. Hecht, Superintendent
Orange-Ulster BOCES
53 Gibson Road
Goshen, NY 10924

Dear Superintendent Hecht:

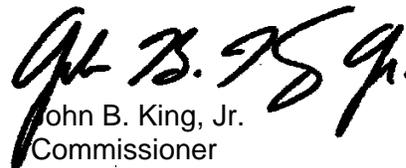
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, February 20, 2014

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 449000000000

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

449000000000

1.2) School District Name: ORANGE-ULSTER BOCES

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

ORANGE-ULSTER BOCES

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Monday, April 21, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Orange-Ulster BOCES Developed ELA Kindergarten Assessment
1	District, regional, or BOCES-developed assessment	Orange-Ulster BOCES Developed ELA Grade 1 Assessment
2	District, regional, or BOCES-developed assessment	Orange-Ulster BOCES Developed ELA Grade 2 Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	OU BOCES will be measuring growth. The teachers, in collaboration with principals, will use each students' pre-assessment score and prior academic history to set individual student growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the pre-assessment baseline data point. A 0-20 HEDI score will be determined using the uploaded conversion chart. (see Task 2.11)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	79- 100% of students meet or exceed their individual growth target. (See chart in Task 2.11)

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	60-78% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-59% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-29% of students meet or exceed their individual growth target. (See chart in Task 2.11)

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	Orange-Ulster BOCES Developed Math Kindergarten Assessment
1	District, regional, or BOCES-developed assessment	Orange-Ulster BOCES Developed Math Grade 1 Assessment
2	District, regional, or BOCES-developed assessment	Orange-Ulster BOCES Developed Math Grade 2 Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	OU BOCES will be measuring growth. The teachers, in collaboration with principals, will use each students' pre-assessment score and prior academic history to set individual student growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the pre-assessment baseline data point. A 0-20 HEDI score will be determined using the uploaded conversion chart. (see Task 2.11)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	79- 100% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	60-78% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-59% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-29% of students meet or exceed their individual growth target. (See chart in Task 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	District, regional or BOCES-developed assessment	Orange-Ulster BOCES Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Orange-Ulster BOCES Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	OU BOCES will be measuring growth. The teachers, in collaboration with principals, will use each students' pre-assessment score and prior academic history to set individual student growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the pre-assessment baseline data point. A 0-20 HEDI score will be determined using the uploaded conversion chart. (see Task 2.11)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	79- 100% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	60-78% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-59% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-29% of students meet or exceed their individual growth target. (See chart in Task 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
6	District, regional or BOCES-developed assessment	Orange-Ulster BOCES Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Orange-Ulster BOCES Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Orange-Ulster BOCES Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	OU BOCES will be measuring growth. The teachers, in collaboration with principals, will use each students' pre-assessment score and prior academic history to set individual student growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the pre-assessment baseline data point. A 0-20 HEDI score will be determined using the uploaded conversion chart. (see Task 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	79- 100% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	60-78% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Developing (3 - 8 points) Results are below District goals for similar students.	30-59% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of students meet or exceed their individual growth target. (See chart in Task 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	Orange-Ulster BOCES Developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	OU BOCES will be measuring growth. The teachers, in collaboration with principals, will use each students' pre-assessment score and prior academic history to set individual student growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the pre-assessment baseline data point. A 0-20 HEDI score will be determined using the uploaded conversion chart. (see Task 2.11)
---	---

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	79- 100% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	60-78% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Developing (3 - 8 points) Results are below District goals for similar students.	30-59% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of students meet or exceed their individual growth target. (See chart in Task 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	OU BOCES will be measuring growth. The teachers, in collaboration with principals, will use each students' pre-assessment score and prior academic history to set individual student growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the pre-assessment baseline data point. A 0-20 HEDI score will be determined using the uploaded conversion chart. (see Task 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	79- 100% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	60-78% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Developing (3 - 8 points) Results are below District goals for similar students.	30-59% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of students meet or exceed their individual growth target. (See chart in Task 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 measuring student growth on the assessments listed for this Task.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	OU BOCES will be measuring growth. For Algebra 1, Geometry and Algebra 2, the teachers, in collaboration with principals, will use each students' pre-assessment baseline date to set individual growth targets. For students who take both the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents, the higher of the two assessment scores will be used. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the pre-assessment baseline data point. A 0-20 HEDI score will be determined using the uploaded conversion chart. (see Task 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	79- 100% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	60-78% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Developing (3 - 8 points) Results are below District goals for similar students.	30-59% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of students meet or exceed their individual growth target. (See chart in Task 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
Grade 9 ELA	District, regional or BOCES-developed assessment	Orange-Ulster BOCES Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Orange-Ulster BOCES Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment/ NYS CC English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	OU BOCES will be measuring growth. The teachers, in collaboration with principals, will use each students' pre-assessment score and prior academic history to set individual student growth targets. For Grade 11 students who take both the NYS Comprehensive English Regents and the NYS Common Core English Regents, the higher of the two assessment scores will be used. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the pre-assessment baseline data point. A 0-20 HEDI score will be determined using the uploaded conversion chart. (see Task 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	79- 100% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	60-78% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Developing (3 - 8 points) Results are below District goals for similar students.	30-59% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of students meet or exceed their individual growth target. (See chart in Task 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
Career and Technical Education Teachers	District, Regional or BOCES-developed	Orange-Ulster BOCES Developed Career and Technical Course-Specific Assessments
All other Teachers Not Named Above	District, Regional or BOCES-developed	Orange-Ulster BOCES Developed Special Subject Course-Specific Assessments
Grade 4-8 ELA/Math	State Assessment	Grade/Subject Specific 4-8 ELA/Math NYS Assessment
Special Education K-12	State Assessment	Grade Specific NYSAA

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	OU BOCES will be measuring growth. The teachers, in collaboration with principals, will use each students' pre-assessment score and prior academic history to set
--	---

2.11, below.	individual student growth targets. For CTE courses, all students in a teacher's course, across course sections will be included in the Student Learning Objectives. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the pre-assessment baseline data point. A 0-20 HEDI score will be determined using the uploaded conversion chart. (see Task 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	79- 100% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	60-78% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Developing (3 - 8 points) Results are below District goals for similar students.	30-59% of students meet or exceed their individual growth target. (See chart in Task 2.11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of students meet or exceed their individual growth target. (See chart in Task 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)

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/485186-TXEttx9bQW/OUBOCES 20pt HEDI Chart_1.doc

2.12) Locally Developed Controls

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

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

None

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, April 30, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Alternate Assessment
5	6(ii) School wide measure computed locally	NYS Alternate Assessment
6	6(ii) School wide measure computed locally	NYS Alternate Assessment
7	6(ii) School wide measure computed locally	NYS Alternate Assessment
8	6(ii) School wide measure computed locally	NYS Alternate Assessment

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

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

<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 3.3, below.</p>	<p>OU BOCES will be using a school-wide growth measure. Teachers in collaboration with Principal will establish individual growth targets based on baseline data. All teachers will have their 20 point local measure (15 points when the Value-Added model is implemented) HEDI score based on the total school-wide percentage of students who meet or exceed their individual growth target on the NYS Alternate Assessment. A corresponding 0-20 HEDI scale is uploaded in task 3.13 for use until value added is implemented.</p>
---	--

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.3.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Alternate Assessment
5	6(ii) School wide measure computed locally	NYS Alternate Assessment
6	6(ii) School wide measure computed locally	NYS Alternate Assessment
7	6(ii) School wide measure computed locally	NYS Alternate Assessment
8	6(ii) School wide measure computed locally	NYS Alternate Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	OU BOCES will be using a school-wide growth measure. Teachers in collaboration with Principal will establish individual growth targets based on baseline data. All teachers will have their 20 point local measure (15 points when the Value-Added model is implemented) HEDI score based on the total school-wide percentage of students who meet or exceed their individual growth on the NYS Alternate Assessment. A corresponding 0-20 HEDI scale is uploaded in task 3.13 for use until value added is implemented. .
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.3.

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

See attached chart in 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/12149/478807-rhJdBgDruP/OUBOCES 15pt HEDI Chart_1.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Alternate Assessment
1	6(ii) School-wide measure computed locally	NYS Alternate Assessment
2	6(ii) School-wide measure computed locally	NYS Alternate Assessment
3	6(ii) School-wide measure computed locally	NYS Alternate Assessment

For Grades K-3 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	OU BOCES will be using a school-wide growth measure. Teachers in collaboration with their Principal will establish individual growth targets based on baseline data. All teachers will have their 20 point local measure HEDI score based on the total school-wide percentage of students who meet or exceed their individual growth target on the NYS Alternate Assessment. A corresponding 0-20 HEDI scale is uploaded 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 attached chart in 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Alternate Assessment
1	6(ii) School-wide measure computed locally	NYS Alternate Assessment
2	6(ii) School-wide measure computed locally	NYS Alternate Assessment
3	6(ii) School-wide measure computed locally	NYS Alternate Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	OU BOCES will be using a school-wide growth measure. Teachers in collaboration with their Principal will establish individual growth targets based on baseline data. All teachers will have their 20 point local measure HEDI score based on the total school-wide percentage of students who meet or exceed their individual growth target on the NYS Alternate Assessment. A corresponding 0-20 HEDI scale is uploaded 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 attached chart in 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Alternate Assessment
7	6(ii) School wide measure computed locally	NYS Alternate Assessment
8	6(ii) School wide measure computed locally	NYS Alternate 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.	OU BOCES will be using a school-wide growth measure. Teachers in collaboration with their Principal will establish individual growth targets based on baseline data. All teachers will have their 20 point local measure HEDI score based on the total school-wide percentage of students who meet or exceed their individual growth target on the NYS Alternate Assessment. A corresponding 0-20 HEDI scale is uploaded 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 attached chart in 3.13.

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

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Alternate Assessment
7	6(ii) School wide measure computed locally	NYS Alternate Assessment
8	6(ii) School wide measure computed locally	NYS Alternate 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.	OU BOCES will be using a school-wide growth measure. Teachers in collaboration with their Principal will establish individual growth targets based on baseline data. All teachers will have their 20 point local measure HEDI score based on the total school-wide percentage of students who meet or exceed their individual growth target on the NYS Alternate Assessment. A corresponding 0-20 HEDI scale is uploaded 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 attached chart in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Alternate Assessment
Global 2	6(ii) School wide measure computed locally	NYS Alternate Assessment
American History	6(ii) School wide measure computed locally	NYS Alternate Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	OU BOCES will be using a school-wide growth measure. Teachers in collaboration with their Principal will establish individual growth targets based on baseline data. All teachers will have their 20 point local measure HEDI score based on the total school-wide percentage of students who meet or exceed their individual growth target on the NYS Alternate Assessment. A corresponding 0-20 HEDI scale is uploaded 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 attached chart in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Alternate Assessment
Earth Science	6(ii) School wide measure computed locally	NYS Alternate Assessment
Chemistry	6(ii) School wide measure computed locally	NYS Alternate Assessment
Physics	6(ii) School wide measure computed locally	NYS Alternate Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	OU BOCES will be using a school-wide growth measure. Teachers in collaboration with their Principal will establish individual growth targets based on baseline data. All teachers will have their 20 point local measure HEDI score based on the total school-wide percentage of students who meet or exceed their individual growth target on the NYS Alternate Assessment. A corresponding 0-20 HEDI scale is uploaded 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 attached chart in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Alternate Assessment
Geometry	6(ii) School wide measure computed locally	NYS Alternate Assessment
Algebra 2	6(ii) School wide measure 2 computed locally	NYS Alternate Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	OU BOCES will be using a school-wide growth measure. Teachers in collaboration with their Principal will establish individual growth targets based on baseline data. All teachers will have their 20 point local measure HEDI score based on the total school-wide percentage of students who meet or exceed their individual growth target on the NYS Alternate Assessment. A corresponding 0-20 HEDI scale is uploaded 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 attached chart in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Alternate Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Alternate Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Alternate Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	OU BOCES will be using a school-wide growth measure. Teachers in collaboration with their Principal will establish individual growth targets based on baseline data. All teachers will have their 20 point local measure HEDI score based on the total school-wide percentage of students who meet or exceed their individual growth target on the NYS Alternate Assessment. A corresponding 0-20 HEDI scale is uploaded 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 attached chart in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.

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

See attached chart in 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
All other courses not named above	6(ii) School wide measure computed locally	NYS Alternate Assessment
Career and Technical Teachers	5) District/regional/BOCES-developed	Orange-Ulster BOCES Developed Career and Technical Course-Specific 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.	All other teachers in the Special Education Division of OU BOCES will be using a school-wide growth measure. Teachers in collaboration with their Principal will establish individual growth targets based on baseline data. All teachers will have their 20 point local measure HEDI score based on the total school-wide percentage of students who meet or exceed their individual growth target on the NYS Alternate Assessment. A corresponding 0-20 HEDI scale is uploaded in task 3.13. All teachers in our Career and Technical division will have their 20 point local measure HEDI score determined by the percentage of students in their individual course who achieve a score of 65% or higher on their Orange-Ulster BOCES developed Career and Technical Assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart in 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)

(No response)

3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/12149/478807-y92vNseFa4/OUBOCES 20pt HEDI Chart.doc

3.14) Locally Developed Controls

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

none

3.15) Teachers with More Than One Locally Selected Measure

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

For CTE teachers who have more than one course, the HEDI score will be based on weighting the percentage of students that met the achievement target in each course. The locally selected measures will then be weighted proportionately, based on the number of students, in order to generate a single subcomponent HEDI score between 0-20.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, May 14, 2014

Page 1

4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

4.1) Teacher Practice Rubric Rubric	Marshall's Teacher Evaluation Rubric
Second Rubric, if applicable	Not Applicable

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
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, label accordingly, and combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The Marshall Rubric for Teachers has six domains, with ten components across four performance levels. Each domain is weighted equally. A rating per domain is provided to the teacher following each observation. A HEDI score is provided at the end of the school year based on a minimum of six components (where evidence has been collected), though the maximum of ten components is preferred. If six components are not observed additional observations will be conducted. If over the course of multiple observations a single component is scored multiple times, those scores will be averaged to arrive at a single component score. Orange-Ulster BOCES Scoring Rules and Expectations for Kim Marshall Rubric For Teachers and Principals is attached.

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

assets/survey-uploads/12179/483322-eka9yMJ855/Teacher Scoring Rules APPR submission 2014.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.	Overall performance and results are exceptional and exceed NYS teaching standards or professional practice as assessed by Marshall Rubric. Teacher who receives 21-24 points.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance and results are acceptable and meet NYS teaching standards or professional practice as assessed by Marshall Rubric. Teacher who receives 15-20 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall performance and results need improvement in order to meet NYS teaching standards or professional practice as assessed by Marshall Rubric. Teacher who receives 9-14 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance and results are not acceptable and do not meet NYS teaching standards or professional practice as assessed by Marshall Rubric. Teacher who receives 6-8 points.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	2
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, February 20, 2014

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Wednesday, May 14, 2014

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/149983-Df0w3Xx5v6/OUBOCES APPR Teacher Improvement Plan - Revised 1-6.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. Appeals Process:

A. A teacher who receives an ineffective rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission (including email) to the Central Office administrative Designee of the Superintendent of Schools/Chief Operating Officer, who shall be trained in accordance with the requirements of statute and regulations and also possesses either an SDA or SDL Certification.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in §3012-c of the Education Law. Further, a teacher with an ineffective rating, who is placed on a Teacher Improvement Plan (“TIP”) shall have a corresponding right to appeal concerns regarding the TIP in accordance with the requirements set forth in §3012-c of the Education Law.

C. For a tenured or probationary teacher, an appeal of an evaluation or a TIP must be commenced within seven (7) school days of the presentation of the document to the teacher or else the right to appeal shall be deemed waived in all regards.

D. The Superintendent’s/Chief Operating Officers administrative Designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. Such decision shall be made within seven (7) school days of the receipt of the appeal. In the event that the teacher is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools/Chief Operating Officer or if this is a second appeal (two consecutive, ineffective ratings on their APPR), for a Tenured Teacher, to an Arbitration Panel referenced in F, within seven (7) calendar days of receipt of the Superintendent’s/Chief Operating Officer’s Designee’s decision upon the appeal.

E. The Superintendent of Schools/Chief Operating Officer shall make his or her decision in writing regarding the further appeal within seven (7) school days of receipt of that appeal. The decision of the Superintendent of Schools/Chief Operating Officer shall be final and binding in all regards and shall not be subject to review at arbitration before any administrative agency or in any court of law.

F. Notwithstanding the above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, the second tier appeal shall be to an arbitrator. Said appeal shall be filed within seven (7) calendar days of receipt of the presentation of the evaluations. Arbitrators will be selected on a rotating basis from an approved list, based on order and reasonable timeframe of availability. The selected arbitrator shall make a final and binding decision upon the appeal of the APPR evaluation and/or the Teacher Improvement Plan on an expedited basis not to exceed sixty days (60) from the date the appeal was received. The documentation to be furnished to the Arbitrator on behalf of the tenured teacher and by the District shall be exchanged between the tenured teacher and the administration on an immediate basis at the time of submission to the Arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the Arbitrator and copied to the other party for the Arbitrator’s review and consideration.

G. The provisions set forth above, shall neither be construed to alter or affect the rights of probationary teachers pursuant to §3031 of the New York State Education Law.

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

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

Orange-Ulster BOCES will ensure that all Evaluators/Lead Evaluators are properly trained and certified to complete an individual's APPR using the Marshall Teaching Rubric. Initial Lead Evaluator training will be conducted by Orange-Ulster BOCES Network Team personnel. Initial Evaluator training will occur regionally and will replicate the recommended State Education Department model certification process incorporating the Regulations that were enacted to implement Education Law 3012-c. Evaluators will attend 3 full days of training which includes an additional day of independent work. All 9 criteria listed below will be covered.

Administrative teams in the Special Education and Career and Technical divisions will work with OU BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified every three years. Re-certification shall include a one-hour online course covering the required NYS 9 Criteria as listed below. The second part of the training will include a 4 hour in-class evidence collection session, which includes inter-rater reliability. Participants will need to complete their evidence collection independently (minimum of 1-2 hours) in order to submit final evidence collection observation. Additional trainings are held monthly at 1/2 day administrative meetings run by the Director of the program. These meetings ensure and enhance inter-rater reliability by having principals compare sample evidence gathered and their evaluation techniques using the rubric, coming

to agreement as to best practices in scoring the rubric. In addition, training is provided by BOCES staff on the use of My Learning Plan OASYS, the electronic platform for the Marshall Rubric and observations forms.

This training will include the following Requirements for Lead Evaluators/Evaluators:

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

• 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 Tuesday, April 30, 2013

Updated Monday, May 19, 2014

Page 1

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

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

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

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

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

K-5 Special Education Program
6-8 Special Education Program
9-12 Special Education Program
3-5 Special Education Program

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

Please check the boxes below:

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

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

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

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

State assessments, required if one exists
 District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms
 List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
All Principals using 3-8 State Assessments and/or NYSAA	State assessment	NYS 3-8 Assessments/NYSAA
All Principals using NYS Regents and/or NYSAA	State assessment	All NYS Regents/NYSAA
All Principals using Orange-Ulster BOCES Assessments	District, regional, or BOCES-developed	Orange-Ulster BOCES Course Specific Assessments
Career and Technical Program	District, regional, or BOCES-developed	Orange-Ulster BOCES Course Specific Assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Regardless of the assessment being used OU BOCES will be measuring growth. The principals, in collaboration with directors, will use each students' pre-assessment scores and prior academic history to set individual student growth targets. SLOs will be developed based on grade and course. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the pre-assessment baseline data point. For students in CCLS courses the BOCES will administer both the
--	--

NYS Integrated Algebra Regents and the NYS CC Algebra 1 Regents. The higher of the two scores will be used for evaluation purposes. The BOCES will administer only the NYS Comprehensive English Regents.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	79- 100% of students meet or exceed their individual growth target. (See chart in 7.3)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	60-78% of students meet or exceed their individual growth target. (See chart in 7.3)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-59% of students meet or exceed their individual growth target. (See chart in 7.3)
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-29% of students meet or exceed their individual growth target. (See chart in 7.3)

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/12156/479731-lha0DogRNw/OUBOCES 20pt HEDI Chart_1.doc

7.4) Special Considerations for Comparable Growth Measures

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

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

None

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked

7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, April 30, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5 Special Education Programs	(d) measures used by district for teacher evaluation	NYS Alternate Assessment
3-5 Special Education Programs	(d) measures used by district for teacher evaluation	NYS Alternate Assessment
6-8 Special Education Programs	(d) measures used by district for teacher evaluation	NYS Alternate Assessment
9-12 Special Education Programs	(d) measures used by district for teacher evaluation	NYS Alternate Assessment

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.	OU BOCES will be using a school-wide growth measure. Principals in collaboration with their Director will establish individual growth targets using baseline data. Special Education Principals will have their 20 point local measure (15 points when the Value-Added model is implemented) HEDI score based on the total school-wide percentage of students meet or exceed their growth target on the NYS Alternate Assessment. A corresponding 0-20 HEDI scale is uploaded.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chard 8.1.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chard 8.1.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chard 8.1.

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

See attached chart 8.1.

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/12190/486117-qBFVOWF7fC/OUBOCES 15 and 20pt HEDI Chart.doc

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
9-12 Career and Technical Education Center	(d) measures used by district for teacher evaluation	Orange-Ulster BOCES Developed Cosmetology 1 Assessment
Marguerite A. Flood High School, 9-12 Special Education Program	(d) measures used by district for teacher evaluation	NYS Alternate Assessment
Raymond C. Cramer Secondary School, 9-12 Special Education Program	(d) measures used by district for teacher evaluation	NYS Alternate Assessment
Minisink Satellite and STRIVE Autistic Programs, K-12 Special Education Program	(d) measures used by district for teacher evaluation	NYS Alternate Assessment
Raymond C. Cramer Elementary School, K-8 Special Education Program	(d) measures used by district for teacher evaluation	NYS Alternate Assessment

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.	OU BOCES will be using a school-wide growth measure. Principals in collaboration with their Director will establish individual growth targets using baseline data. All Special Education Principals will have their 20 point local measure HEDI score based on the total school-wide percentage of students who meet or exceed their individual growth target on the NYS Alternate Assessment. The Principal of our Career and Technical division will have their 20 points local measure HEDI score determined by the percentage of students in the Cosmetology 1 Course who score a 65% or higher on their Orange-Ulster BOCES developed Career and Technical Assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chard 8.2.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chard 8.2.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chard 8.2.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	See attached chard 8.2.

grade/subject.

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/12190/486117-T8MIGWUVm1/OUBOCES 20pt HEDI Chart.doc

8.3) Locally Developed Controls

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

None

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, May 14, 2014

Page 1

9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric Rubric	Marshall's Principal Evaluation Rubric
---	--

Second rubric (if applicable)	(No response)
-------------------------------	---------------

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

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.

The Marshall Rubric for Principals has six domains, ten components across four performance levels. Each domain is weighted equally. A HEDI score is provided at the end of the year based on a minimum of six components where evidence has been collected from multiple school visits/observations, though the maximum of ten components is preferred. If six components are not observed additional observations will be conducted. If over the course of multiple observations a single component is scored multiple times, those scores will be averaged to arrive at a single component score. Orange-Ulster BOCES Scoring Rules and Expectations for Kim Marshall Rubric For Principals attached below.

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

[assets/survey-uploads/12205/487961-pMADJ4gk6R/Principal Scoring Rules APPR Submission 2014.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 are exceptional and exceed ISLLC standards of professional practice as assessed by Marshall Rubric. Rubric rating of 59-60 points.
Effective: Overall performance and results meet standards.	Overall performance and results are acceptable and meet the ISLLC standards of professional practice as assessed by Marshall Rubric. Rubric rating of 57-58 points.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet ISLLC standards of professional practice as assessed by Marshall Rubric. Rubric rating of 50-56 points.
Ineffective: Overall performance and results do not meet standards.	Overall performance and results are not acceptable and do not meet the ISLLC standards of professional practice as assessed by Marshall Rubric. Rubric rating of 0-49 points.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, February 20, 2014

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Wednesday, May 14, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/160707-Df0w3Xx5v6/OUBOCES Principal Improvement Plan.doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. Appeals Process:

A. A principal who receives an ineffective rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission (including email) to the Central Office administrative Designee of the Superintendent of Schools/Chief Operating Officer, who shall be trained in accordance with the requirements of statute and regulations and also possesses either an SDA or SDL Certification.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in §3012-c of the Education Law. Further, a principal with an ineffective rating, who is placed on a Principal Improvement Plan (“PIP”) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in §3012-c of the Education Law.

C. For a tenured or probationary principal, an appeal of an evaluation or a PIP must be commenced within ten (10) calendar days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards.

D. The Superintendent’s/Chief Operating Officers administrative Designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. Such decision shall be made within ten (10) calendar days of the receipt of the appeal.

E. In the event that the principal is unsatisfied with the result of the appeal, a second appeal may be taken to a panel within (5) school days of receipt of Superintendent’s/Chief Operation Officer’s Administrative Designee. The panel will consist of 1) BAA President or designee, 2) one tenured administrator selected by the BAA president or designee, 3) one tenured administrator not in the BAA Unit selected by the Superintendent or Chief Operating Officer or Designee. Upon receipt of the written appeal the panel will convene within ten (10) school days to review the written record and by consensus develop and forward a written recommendation to the District Superintendent/Chief Operating Officer within five (5) school days of completion of review of written record.

F. The Superintendent of Schools/Chief Operating Officer shall make his or her decision in writing regarding the further appeal within ten (10) calendar days of receipt of that appeal. The decision of the Superintendent of Schools/Chief Operating Officer shall be final and binding in all regards and shall not be subject to review at arbitration before any administrative agency or in any court of law.

G. Notwithstanding the above, a tenured principal may appeal within (10) days of receiving a second consecutive ineffective APPR evaluation rating; this second tier appeal shall be to an arbitrator selected on a rotating basis from a mutually agreed upon list, based on order and reasonable timeframe of availability. The selected arbitrator shall make a final and binding decision upon the appeal of the APPR evaluation and/or the Principal Improvement Plan on an expedited basis not to exceed sixty days (60) of the date the appeal was filed. The documentation to be furnished to the Arbitrator on behalf of the tenured principal and by the District shall be exchanged between the tenured principal and the administration on an immediate basis at the time of submission to the Arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the Arbitrator and copied to the other party for the Arbitrator’s review and consideration.

H. The provisions set forth above, shall neither be construed to alter or affect the rights of probationary principal pursuant to §3031 of the New York State Education Law.

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

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

Orange-Ulster BOCES will ensure that all Lead Evaluators for Principals are properly trained and initially certified to complete an individual’s APPR using the Marshall Rubric. Initial Lead Evaluator Training will be conducted by Orange-Ulster BOCES Network Team Personnel. Evaluator training will occur regionally and will replicate the recommended State Education Department model certification process incorporating the Regulations that were enacted to implement Education Law 3012-c. Evaluators of Principals will attend BOCES initial training consisting of 4 full days in addition to 1/2 days trainings held throughout the year. All 9 criteria listed below will be covered in addition to the ISLLC Standards and use of the Marshall Rubric.

Directors of the Special Education and Career and Technical divisions will be trained by OU BOCES Network Team staff as lead evaluators of principals every three years. Recertification shall include a one-hour online course covering the required NYS 9 Criteria as listed below. The second part of the training will include a 4 hour in-class evidence collection session, which includes inter-rater reliability. Additional trainings are held at monthly Directors meetings and will focus on inter-rater reliability by having Directors review sample evidence gathered and their evaluation techniques using the rubric, coming to agreement as to best practices in scoring the rubric. In addition, training is provided by BOCES staff on the use of My Learning Plan OASYS, the electronic platform for the Marshall Rubric and observations forms.

This training will include the following Requirements for Lead Evaluators/Evaluators:

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Wednesday, May 21, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/480607-3Uqgn5g9Iu/District Certification Form 5-20-14.pdf](assets/survey-uploads/12158/480607-3Uqgn5g9Iu/District%20Certification%20Form%205-20-14.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.



15 Point HEDI Scale

15 Point Scale	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	Points	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
Percent of Students	100-89	88-79	78-75	74-72	71-69	68-65	64-63	62-60	59-51	50-49	48-41	40-34	33-30	29-16	15-1	0



20 Point HEDI Scale

20 Point Scale	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	Points	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
Percent of Students	100-85	84-81	80-79	78-77	76-75	74-73	72-71	70-69	68-66	65-64	63-62	61-60	59-55	54-50	49-45	44-40	39-35	34-30	29-16	15-1	0



20 Point HEDI Scale

20 Point Scale	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	Points	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Percent of Students	100-85	84-81	80-79	78-77	76-75	74-73	72-71	70-69	68-66	65-64	63-62	61-60	59-55	54-50	49-45	44-40	39-35	34-30	29-16	15-1	0



Principal Improvement Plan

(To be completed jointly Principal and Supervisor)

Name

Title

School year plan is based on

School

Date of PIP Conference

Area(s) Needing Improvement	Action Plan (Detail steps to be taken)	Timeline for Completion	Evidence	Satisfactory Progress		Action Steps Completed	
				Yes	No	Yes	No

Conference(s) Held:							
PIP Satisfied?	Yes No (If NO, recommendations must be specified in the Administrator's Comments below)						

Principal Comments:

Supervisor Comments:

Date Outcome plan is to be evaluated by:

Principal Signature

Date

Supervisor's Name

Title

Supervisor's Signature

Date

**Scoring Rules and Expectations for Kim Marshall Rubric for Teachers
(6 domains, 10 components, 4 performance levels HEDI)**

1. All six domains must have evidence for the summative to be scored. If not, the summative will be considered incomplete due to extenuating circumstances and will be completed at the earliest opportunity possible by the teacher and evaluator, but in no case will it be completed later than the last day of the school year for which the teacher is being measured.
2. The minimum number of components required with evidence in each domain is six. The expectation is to collect as much evidence on all of the components, if applicable.
3. The minimum number of documented classroom observations will be two, one of which will be an unannounced observation. One formal class and one short observation will be required for the evaluation process for tenured teachers and one formal class, one short observation, and a short or formal class observation for non-tenured teachers, however, administrators retain the right to observe teachers announced or unannounced at any time. Teacher invitations to evaluators for specific observations or walk-throughs are welcome.
4. Scoring each domain for the final HEDI score is completed by calculating the score attained for each category in the domain and divide by the number of components scored with evidence, e.g., Domain A. Planning and Preparation. If eight items with evidence are scored (on the rubric from 1 – Ineffective to 4-Highly Effective) then the total “points” on that page are summed and divided by eight. The average is calculated to one decimal point e.g. 3.5 or 3.2, not 3.478 or 3.196. The final score on rubric is the sum across the six domains and then rounded to the next whole number with .5 and above rounded up, while less than .5 will remain at the lower whole number. Rounding will not allow for a teacher to change HEDI rating categories. The conversion chart below will then be used to identify the category and points associated with that whole number rubric score.
5. Expectations:
 - (a) Teachers are required to provide evidence as an active participant in the evaluation process for all rubric domains.
 - (b) Evaluators will reflect improvements made across the year in the summative.
 - (c) Prompted through a reminder from the Human Resources Office, teachers and evaluators will communicate mid-year to assure that all are on track for completion of the summative.
 - (d) At the time of the summative, teachers and evaluators will share their rubric evaluations as a collaborative process for scoring. If there is a disagreement the teacher may produce additional evidence, but the evaluator makes the final decision for scoring.
 - (e) To the extent practicable, feedback (verbal or written) will be delivered by the evaluator within two to five school days of the mini observation or walk-through.

Revised December 26, 2013

Marshall Rubric Score	Scoring Band	Conversion Score to Summative Points
6	Ineffective 0-49	0
7		25
8		49
9	Developing 50-56	50
10		51
11		53
12		54
13		55
14		56
15	Effective 57-58	57
16		57
17		57
18		58
19		58
20		58
21	Highly Effective 59-60	59
22		59
23		60
24		60



20 Point HEDI Scale

20 Point Scale	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	Points	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
Percent of Students	100-85	84-81	80-79	78-77	76-75	74-73	72-71	70-69	68-66	65-64	63-62	61-60	59-55	54-50	49-45	44-40	39-35	34-30	29-16	15-1	0



20 Point HEDI Scale

20 Point Scale	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	Points	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Percent of Students	100-85	84-81	80-79	78-77	76-75	74-73	72-71	70-69	68-66	65-64	63-62	61-60	59-55	54-50	49-45	44-40	39-35	34-30	29-16	15-1	0

15 Point HEDI Scale

15 Point Scale	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	Points	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Percent of Students	100-89	88-79	78-75	74-72	71-69	68-65	64-63	62-60	59-51	50-49	48-41	40-34	33-30	29-16	15-1	0



20 Point HEDI Scale

20 Point Scale	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	Points	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
Percent of Students	100-85	84-81	80-79	78-77	76-75	74-73	72-71	70-69	68-66	65-64	63-62	61-60	59-55	54-50	49-45	44-40	39-35	34-30	29-16	15-1	0



Annual Professional Performance Review Teacher Improvement Plan

There may be occasions when the performance of a staff member is evaluated as Ineffective or Developing. When this occurs, the BOCES administration, in consultation with the staff member, is required to develop a *Teacher Improvement Plan*. Teachers who receive an Ineffective or Developing will receive a Teacher Improvement Plan within ten school days from opening of school in the year following the performance review.

The *Teacher Improvement Plan* should contain the following elements*:

- Identification of needed areas of improvement**
Expected Outcomes: List of specific expectations and objectives related to targeted goals.

- Differentiated activities to support a teacher's improvement in those areas**
Activities/Resources to support teacher improvement: How the teacher will be supported? What administrators will do to support the teacher (planning meetings, observations, walk-throughs, pre-observation conferences, post-observation conferences, professional development, provide resources, technology, professional publications, etc.).

Activities the teacher must successfully complete: Lesson plans, observations, professional development workshops/courses, planning meetings, unit planning, IEP reviews, etc.

- The manner in which improvement will be assessed**
Artifacts: Portfolio, lesson plans, student data- test scores, quizzes, professional development workshops, extra-curricula involvement, personal inventory, self-assessment, re-evaluation of goals.

- Timeline for achieving improvement**
Schedule: Start and finish dates (i.e., January 1 to June 30). Periodic review of improvement plan for progress assessment and modifications, such as, the anticipated frequency of observations and conferences, dates and times of follow-up meeting (i.e., specific dates).

The goal of any established *Teacher Improvement Plan* will be to provide the staff member with the assistance that is necessary to meet the established criteria of the position.

*Source: APPR Template 2012

**Annual Professional Performance Review
Teacher Improvement Plan**

Staff Member: _____ Plan Date: _____
Program: _____

This form is a tool for communicating expectations and suggestions for improvement. Recommendations must relate to criteria. This form is to be completed when the performance of the staff member is evaluated as ineffective or developing. A copy will be placed in the personnel file after it is completed and signed.

Date of Staff Member's Summative Evaluation:
Results of Staff Member's Evaluation:
Growth: H__E__D__I__ Local: H__E__D__I__ Rubric: H__E__D__I__
Identification of needed areas of improvement:
Differentiated activities to support a teacher's improvement in these areas:
The manner in which improvement will be assessed:
Timeline for achieving improvement:

_____ Administrator's Signature	_____ Date
_____ Staff Member's Signature	_____ Date

**Annual Professional Performance Review
Teacher Improvement Plan**

Administrator's Evaluation of Outcome(s):

- Improvement Demonstrated
- Improvement Not Demonstrated

Follow-up meeting scheduled for: _____

Administrator's Signature

Date

*Staff Member's Signature

Date

Employee Acknowledgment

* I have reviewed this document and discussed the contents with my administrator. My signature means that I have been advised of my performance status and does not necessarily imply that I agree with the evaluation.

**Scoring Rules and Expectations for Kim Marshall Rubric for Principals
(6 domains, 10 components, 4 performance levels HEDI)**

1. All six domains must have evidence for the summative to be scored. If not, the summative will be considered incomplete due to extenuating circumstances and will be completed at the earliest opportunity possible by the Principal and evaluator, but in no case will it be completed later than the last day of the school year for which the principal is being measured.
2. The minimum number of components required with evidence in each domain is six. The expectation is to collect as much evidence on all of the components, if applicable.
3. The minimum number of documented observations/visitations will be two, one of which will be an unannounced observation/visitation. Two observations/visitations will be required for the evaluation process for tenured Principals and three for non-tenured Principals, however, Directors and Central Administration retains the right to observe Principals announced or unannounced at any time. Principal invitations to evaluators for specific observations or walk-throughs are welcome.
4. Scoring each domain for the final HEDI score is completed by calculating the score attained for each category in the domain and divide by the number of components scored with evidence, e.g., Domain A. Planning and Preparation. If eight items with evidence are scored (on the rubric from 1 – Ineffective to 4-Highly Effective) then the total “points” on that page are summed and divided by eight. The average is calculated to one decimal point e.g. 3.5 or 3.2, not 3.478 or 3.196. The final score on rubric is the sum across the six domains and then rounded to the next whole number with .5 and above rounded up, while less than .5 will remain at the lower whole number. Rounding will not allow for a Principal to change HEDI rating categories. The conversion chart below will then be used to identify the category and points associated with that whole number rubric score.
5. Expectations:
 - (a) Principals are required to provide evidence as an active participant in the evaluation process for all rubric domains.
 - (b) Evaluators will reflect improvements made across the year in the summative.
 - (c) Prompted through a reminder from the Human Resources Office, Principals and evaluators will communicate mid-year to assure that all are on track for completion of the summative.
 - (d) At the time of the summative, Principals and evaluators will share their rubric evaluations as a collaborative process for scoring. If there is a disagreement the Principal may produce additional evidence, but the evaluator makes the final decision for scoring.
 - (e) To the extent practicable, feedback (verbal or written) will be delivered by the evaluator within two to five school days of the mini observation or walk-through.

Revised January 2014

Marshall Rubric Score	Scoring Band	Conversion Score to Summative Points
6	Ineffective 0-49	0
7		25
8		49
9	Developing 50-56	50
10		51
11		53
12		54
13		55
14		56
15	Effective 57-58	57
16		57
17		57
18		58
19		58
20		58
21	Highly Effective 59-60	59
22		59
23		60
24		60

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

William J. Heelt 5/20/14

Teachers Union President Signature: Date:

Laura J. Beck 5/20/14

Administrative Union President Signature: Date:

[Signature] 5-20-14

Board of Education President Signature: Date:

Carl P. Adams 5-20-14