



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

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Commissioner of Education  
President of the University of the State of New York  
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 19, 2014

**Revised**

Gregory K. Kelahan, Superintendent  
Oriskany Central School District  
1313 Utica Street  
Oriskany, NY 13424

Dear Superintendent Kelahan:

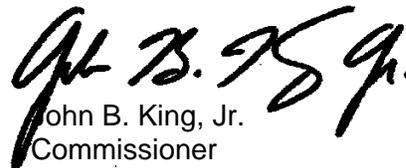
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

c: Howard D. Mettelman

**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 Monday, February 10, 2014

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 412901040000

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

412901040000

#### 1.2) School District Name: ORISKANY CSD

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

ORISKANY CSD

#### 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 Monday, February 10, 2014

Updated Wednesday, May 14, 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 3<sup>rd</sup> party assessments; or  
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

List of State-approved 3<sup>rd</sup> party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	A district-wide growth goal setting process will be used. Teachers and principals will work together to set individual student growth targets based on pre-test data. Targets will be measured using post tests and teacher growth scores will be calculated based on percent of students achieving individual student growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective scores indicate that 95-100% of students met the target as identified in the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective scores indicate that 55-94% of students met the target as identified in the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing scores indicate that 25-54% of students met the target as identified in the SLO.

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

Ineffective scores indicate that 0-24% of students met the target as identified in the SLO.

## 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	State-approved 3rd party assessment	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Math Enterprise
2	State-approved 3rd party assessment	STAR Math Enterprise

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	A district-wide growth goal setting process will be used. Teachers and principals will work together to set individual student growth targets based on pre-test data. Targets will be measured using post tests and teacher growth scores will be calculated based on percent of students achieving individual student growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective scores indicate that 95-100% of students met the target as identified in the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective scores indicate that 55-94% of students met the target as identified in the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing scores indicate that 25-54% of students met the target as identified in the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective scores indicate that 0-24% of students met the target as identified in the SLO.

## 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	Oriskany CSD Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Oriskany CSD Grade 7 Science Assessment

	Science	Assessment
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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.	Teachers and principals will work together to set individual student growth targets based on pre-test data. Targets will be measured using post tests and teacher growth scores will be calculated based on percent of students achieving individual student growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective scores indicate that 95-100% of students met the target as identified in the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective scores indicate that 55-94% of students met the target as identified in the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing scores indicate that 25-54% of students met the target as identified in the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective scores indicate that 0-24% of students met the target as identified in the SLO.

## 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	Oriskany CSD Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Oriskany CSD Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Oriskany CSD 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.	Teachers and principals will work together to set individual student growth targets based on pre-test data. Targets will be measured using post tests and teacher growth scores will be calculated based on percent of students achieving individual student growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective scores indicate that 95-100% of students met the target as identified in the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective scores indicate that 55-94% of students met the target as identified in the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing scores indicate that 25-54% of students met the target as identified in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective scores indicate that 0-24% of students met the target as identified in the SLO.

## 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	Oriskany CSD Global Studies 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.	A district-wide growth goal setting process will be used. Teachers and principals will work together to set individual student growth targets based on pre-test data. Targets will be measured using post tests and teacher growth scores will be calculated based on percent of students achieving individual student growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective scores indicate that 95-100% of students met the target as identified in the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective scores indicate that 55-94% of students met the target as identified in the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing scores indicate that 25-54% of students met the target as identified in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective scores indicate that 0-24% of students met the target as identified in the SLO.

## 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.	A district-wide growth goal setting process will be used. Teachers and principals will work together to set individual student growth targets based on pre-test data. Targets will be measured using post tests and teacher growth scores will be calculated based on percent of students achieving individual student growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective scores indicate that 95-100% of students met the target as identified in the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective scores indicate that 55-94% of students met the target as identified in the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing scores indicate that 25-54% of students met the target as identified in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective scores indicate that 0-24% of students met the target as identified in the SLO.

## 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.	A district-wide growth goal setting process will be used. Teachers and principals will work together to set individual student growth targets based on pre-test data. Targets will be measured using post tests and teacher growth scores will be calculated based on percent of students achieving individual student growth targets. For CCSS courses, the Integrated Algebra and CCSS Algebra Regents Assessments will be administered, and the higher of the two scores will be utilized.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective scores indicate that 95-100% of students met the target as identified in the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective scores indicate that 55-94% of students met the target as identified in the SLO.

Developing (3 - 8 points) Results are below District goals for similar students.	Developing scores indicate that 25-54% of students met the target as identified in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective scores indicate that 0-24% of students met the target as identified in the SLO.

## 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	State approved 3rd party assessment	STAR Reading Enterprise
Grade 10 ELA	State approved 3rd party assessment	STAR Reading Enterprise
Grade 11 ELA	Regents assessment	Comprehensive English Regents and the Common Core English Regents

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	A district-wide growth goal setting process will be used. Teachers and principals will work together to set individual student growth targets based on pre-test data. Targets will be measured using post tests and teacher growth scores will be calculated based on percent of students achieving individual student growth targets. For CCSS courses, the Comprehensive English Regents and the Common Core English Regents Assessments will be administered, and the higher of the two scores will be utilized.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective scores indicate that 95-100% of students met the target as identified in the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective scores indicate that 55-94% of students met the target as identified in the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing scores indicate that 25-54% of students met the target as identified in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective scores indicate that 0-24% of students met the target as identified in the SLO.

## 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
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Reading (K-8)	State-approved 3rd party assessment	STAR Reading Enterprise
Music (K-12)	District, Regional or BOCES-developed	Oriskany CSD Grades K-12 Music Assessments
Art (K-12)	District, Regional or BOCES-developed	Oriskany CSD Grades K-12 Art Assessments
Business	District, Regional or BOCES-developed	Oriskany CSD Grades 9-12 Business Assessments
Physical Education	District, Regional or BOCES-developed	Oriskany CSD Grades K-12 Physical Education Assessments
Health	District, Regional or BOCES-developed	Oriskany CSD Grades 7-12 Health Assessments
LOTE	District, Regional or BOCES-developed	Oriskany CSD Grades 7-12 LOTE Assessments
All Other Teachers Not Named Above	District, Regional or BOCES-developed	Oriskany CSD Grades K-12 Course-Specific Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and principals will work together to set individual student growth targets based on pre-test data. Targets will be measured using post tests and teacher growth scores will be calculated based on percent of students achieving individual student growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective scores indicate that 95-100% of students met the target as identified in the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective scores indicate that 55-94% of students met the target as identified in the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing scores indicate that 25-54% of students met the target as identified in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective scores indicate that 0-24% of students met the target as identified in the SLO.

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/12186/997295-TXEttx9bQW/ORISKANY - STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)\_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.

(No response)

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Monday, February 10, 2014

Updated Wednesday, April 30, 2014

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#### Page 1

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

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Grade 4 ELA Assessment
5	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Grade 5 ELA Assessment
6	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Grade 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Grade 8 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	An achievement measure determined by the outcome of the assessment (0 points x % of student scores between 0 and 64) + (1 point x % of student scores between 65 and 74) + (1.5 points x % of student scores between 75 and 84) + (2 points x % of student scores between 85 and 100). Range of possible
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outcomes 0-200 points.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 150-200 points = Highly Effective 15% Locally-Selected Measure of Student Achievement = 14-15 points
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 40-149 points = Effective 15% Locally-Selected Measure of Student Achievement = 8-13 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 10-39 points = Developing 15% Locally-Selected Measure of Student Achievement = 3-7 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 0-9 points = Ineffective 15% Locally-Selected Measure of Student Achievement = 0-2 points

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Grade 4 Math Assessment
5	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Grade 5 Math Assessment
6	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Grade 8 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	An achievement measure determined by the outcome of the assessment (0 points x % of student scores between 0 and 64) + (1 point x % of student scores between 65 and 74) + (1.5 points x % of student scores between 75 and 84) + (2 points x % of student scores between 85 and 100). Range of possible outcomes 0-200 points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 150-200 points = Highly Effective 15% Locally-Selected Measure of Student Achievement = 14-15 points

	points
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 40-149 points = Effective 15% Locally-Selected Measure of Student Achievement = 8-13 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 10-39 points = Developing 15% Locally-Selected Measure of Student Achievement = 3-7 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 0-9 points = Ineffective 15% Locally-Selected Measure of Student Achievement = 0-2 points

### 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/12149/997403-rhJdBgDruP/Oriskany LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR TEACHERS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)\_2.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Grade K ELA Assessment
1	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Grade 1 ELA Assessment
2	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Grade 2 ELA Assessment
3	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Grade 3 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	An achievement measure determined by the outcome of the assessment (0 points x % of student scores between 0 and 64) + (1 point x % of student scores between 65 and 74) + (1.5 points x % of student scores between 75 and 84) + (2 points x % of student scores between 85 and 100). Range of possible outcomes 0-200 points.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 150-200 points = Highly Effective 20% Locally-Selected Measure of Student Achievement = 18-20 points
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 40-149 points = Effective 20% Locally-Selected Measure of Student Achievement = 9-17 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 10-39 points = Developing 20% Locally-Selected Measure of Student Achievement = 3-8 points

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

The regionally-developed assessments will be scored as follows:  
 0-9 points = Ineffective  
 20% Locally-Selected Measure of Student Achievement = 0-2 points

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Grade K Math Assessment
1	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Grade 2 Math Assessment
3	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Grade 3 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	An achievement measure determined by the outcome of the assessment (0 points x % of student scores between 0 and 64) + (1 point x % of student scores between 65 and 74) + (1.5 points x % of student scores between 75 and 84) + (2 points x % of student scores between 85 and 100). Range of possible outcomes 0-200 points.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 150-200 points = Highly Effective 20% Locally-Selected Measure of Student Achievement = 18-20 points
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 40-149 points = Effective 20% Locally-Selected Measure of Student Achievement = 9-17 points
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 10-39 points = Developing 20% Locally-Selected Measure of Student Achievement = 3-8 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 0-9 points = Ineffective 20% Locally-Selected Measure of Student Achievement = 0-2 points

### 3.6) Grades 6-8 Science

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	An achievement measure determined by the outcome of the assessment (0 points x % of student scores between 0 and 64) + (1 point x % of student scores between 65 and 74) + (1.5 points x % of student scores between 75 and 84) + (2 points x % of student scores between 85 and 100). Range of possible outcomes 0-200 points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 150-200 points = Highly Effective 20% Locally-Selected Measure of Student Achievement = 18-20 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 40-149 points = Effective 20% Locally-Selected Measure of Student Achievement = 9-17 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 10-39 points = Developing 20% Locally-Selected Measure of Student Achievement = 3-8 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 0-9 points = Ineffective 20% Locally-Selected Measure of Student Achievement = 0-2 points

### 3.7) Grades 6-8 Social Studies

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	An achievement measure determined by the outcome of the assessment (0 points x % of student scores between 0 and 64) + (1 point x % of student scores between 65 and 74) + (1.5 points x % of student scores between 75 and 84) + (2 points x % of student scores between 85 and 100). Range of possible outcomes 0-200 points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 150-200 points = Highly Effective 20% Locally-Selected Measure of Student Achievement = 18-20 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 40-149 points = Effective 20% Locally-Selected Measure of Student Achievement = 9-17 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 10-39 points = Developing 20% Locally-Selected Measure of Student Achievement = 3-8 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 0-9 points = Ineffective 20% Locally-Selected Measure of Student Achievement = 0-2 points

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES-developed assessments	OHM BOCES regionally-developed Global 1 Assessment
Global 2	5) District, regional, or BOCES-developed assessments	OHM BOCES regionally-developed Global 2 Assessment
American History	5) District, regional, or BOCES-developed assessments	OHM BOCES regionally-developed American Hisotry 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.	An achievement measure determined by the outcome of the assessment (0 points x % of student scores between 0 and 64) + (1 point x % of student scores between 65 and 74) + (1.5 points x % of student scores between 75 and 84) + (2 points x % of student scores between 85 and 100). Range of possible outcomes 0-200 points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 150-200 points = Highly Effective 20% Locally-Selected Measure of Student Achievement = 18-20 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 40-149 points = Effective 20% Locally-Selected Measure of Student Achievement = 9-17 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 10-39 points = Developing 20% Locally-Selected Measure of Student Achievement = 3-8 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 0-9 points = Ineffective 20% Locally-Selected Measure of Student Achievement = 0-2 points

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES-developed assessments	OHM BOCES regionally-developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES-developed assessments	OHM BOCES regionally-developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES-developed assessments	OHM BOCES regionally-developed Chemistry Assessment
Physics	5) District, regional, or BOCES-developed assessments	OHM BOCES regionally-developed Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	An achievement measure determined by the outcome of the assessment (0 points x % of student scores between 0 and 64) + (1 point x % of student scores between 65 and 74) + (1.5 points x % of student scores between 75 and 84) + (2 points x % of student scores between 85 and 100). Range of possible
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outcomes 0-200 points.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 150-200 points = Highly Effective 20% Locally-Selected Measure of Student Achievement = 18-20 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 40-149 points = Effective 20% Locally-Selected Measure of Student Achievement = 9-17 points
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 10-39 points = Developing 20% Locally-Selected Measure of Student Achievement = 3-8 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 0-9 points = Ineffective 20% Locally-Selected Measure of Student Achievement = 0-2 points

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Algebra 2 Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	An achievement measure determined by the outcome of the assessment (0 points x % of student scores between 0 and 64) + (1 point x % of student scores between 65 and 74) + (1.5 points x % of student scores between 75 and 84) + (2 points x % of student scores between 85 and 100). Range of possible outcomes 0-200 points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 150-200 points = Highly Effective 20% Locally-Selected Measure of Student Achievement = 18-20 points

	points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 40-149 points = Effective 20% Locally-Selected Measure of Student Achievement = 9-17 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 10-39 points = Developing 20% Locally-Selected Measure of Student Achievement = 3-8 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 0-9 points = Ineffective 20% Locally-Selected Measure of Student Achievement = 0-2 points

### 3.11) High School English Language Arts

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

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	An achievement measure determined by the outcome of the assessment (0 points x % of student scores between 0 and 64) + (1 point x % of student scores between 65 and 74) + (1.5 points x % of student scores between 75 and 84) + (2 points x % of student scores between 85 and 100). Range of possible outcomes 0-200 points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 150-200 points = Highly Effective 20% Locally-Selected Measure of Student Achievement = 18-20 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 40-149 points = Effective 20% Locally-Selected Measure of Student Achievement = 9-17 points

points

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The regionally-developed assessments will be scored as follows:  
10-39 points = Developing  
20% Locally-Selected Measure of Student Achievement = 3-8 points

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

The regionally-developed assessments will be scored as follows:  
0-9 points = Ineffective  
20% Locally-Selected Measure of Student Achievement = 0-2 points

### 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 Identified Above	5) District/regional/BOCES-developed	OHM BOCES regionally-developed Grade- and 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.

An achievement measure determined by the outcome of the assessment (0 points x % of student scores between 0 and 64) + (1 point x % of student scores between 65 and 74) + (1.5 points x % of student scores between 75 and 84) + (2 points x % of student scores between 85 and 100). Range of possible outcomes 0-200 points.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.

The regionally-developed assessments will be scored as follows:  
150-200 points = Highly Effective  
20% Locally-Selected Measure of Student Achievement = 18-20 points

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The regionally-developed assessments will be scored as follows:  
40-149 points = Effective  
20% Locally-Selected Measure of Student Achievement = 9-17 points

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The regionally-developed assessments will be scored as follows:  
10-39 points = Developing  
20% Locally-Selected Measure of Student Achievement = 3-8 points

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

The regionally-developed assessments will be scored as follows:  
0-9 points = Ineffective  
20% Locally-Selected Measure of Student Achievement = 0-2 points

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/12149/997403-y92vNseFa4/Oriskany LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER TEACHERS (20 points)\_1.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.

(No response)

### 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.

Not Applicable

### 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

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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 Monday, February 10, 2014

Updated Monday, March 24, 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	NYSUT Teacher Practice Rubric
Second Rubric, if applicable	(No response)

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	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	

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.

#### Teacher Effectiveness Rubric

Oriskany CSD has selected the New York State United Teachers (NYSUT) Teacher Effectiveness Rubric as the tool best able to provide our teachers with the workplace data necessary to improve instructional skills and knowledge (Appendix A). Sixty percent (60 out of the total 100 points) of the composite effectiveness score is based on other measures of teacher effectiveness consistent with

standards prescribed by the Commissioner in regulation.

A Multiple Measures Table will be used to compile and communicate teacher evidence of meeting the seven NYS Teaching Standards (See attached document with the table).

For Standards 1-5, at least two data points must be included in the Multiple Measures Table in order for principals to draw a conclusion about the teachers' mastery level of the Standard. If evidence is not gathered during the announced and unannounced observation and post-observation conference to twice address Standards 1-5, the evaluator will utilize informal walkthroughs or establish a third observation as a means to gather evidence for the second data point. Teachers are encouraged to use artifacts from their teacher portfolio to further supplement and illustrate mastery of Teaching Standards and Elements within the Teaching Standards. At least 50% of the Elements within each Teaching Standard must be observed and assessed. All Elements observed and assessed will be rated on a 1-4 point scale. The Element scores will be averaged to arrive at a Standard Score for each Teaching Standard. It is recommended that teachers and evaluators work together to identify evidence of as many Elements within each Teaching Standard as possible during the course of the two or three observations and post-observation conferences. In all instances, Standards 6 and 7 are best demonstrated through a teacher portfolio and require only one data point. The final component score will be determined by an average of all the NYSUT standards scores. The teachers' HEDI score from 0-60 points will be determined using the rubric score.

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/12179/997473-eka9yMJ855/ORISKANY Other Measures of Effectiveness (Teachers) (60 points)\_1.doc

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A formula has been developed to calculate the number of points for the teacher effectiveness component score (the rubric is a four point rubric) for each category; 3.50 - 4.00 points = Highly Effective; 60% Other Measures of Effectiveness point value equivalent = 59-60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	A formula has been developed to calculate the number of points for the teacher effectiveness component score (the rubric is a four point rubric) for each category; 2.50 - 3.49 points = Effective; 60% Other Measures of Effectiveness point value equivalent = 57-58 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A formula has been developed to calculate the number of points for the teacher effectiveness component score (the rubric is a four point rubric) for each category; 1.50 - 2.49 points = Developing; 60% Other Measures of Effectiveness point value equivalent = 50-56 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A formula has been developed to calculate the number of points for the teacher effectiveness component score (the rubric is a four point rubric) for each category; 1.00 - 1.49 points = Ineffective; 60% Other Measures of Effectiveness point value equivalent = 0-49 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	3
Informal/Short	0
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	2
Informal/Short	0
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 Monday, February 10, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

# 6. Additional Requirements - Teachers

Created Monday, February 10, 2014

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/12193/997592-Df0w3Xx5v6/Appendix D - Teacher Improvement Plan \(TIP\).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:

#### APPEALS

All appeals initiated by teachers in response to conclusions drawn by lead evaluators using the Oriskany Central School District Teacher APPR, will be heard by the Oriskany Superintendent of Schools.

Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers, as well as the issuance and implementation of improvement plans for teachers whose performance is assessed as either Developing or Ineffective. To the extent that a teacher wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure, the specifics of which are to be locally negotiated pursuant to article XIV of the Civil Service Law.

## APPEALS OF RATINGS

Appeals of annual professional performance reviews are limited to those that rate a teacher as Ineffective or Developing, or any rating that is one or two points below a rating category if the teacher earned at least 30 out of 40 points in the Student Growth and Student Achievement Sections of the APPR (a score of 73, 74, 89, or 90).

## WHAT MAY BE CHALLENGED IN AN APPEAL

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

- (1) the school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- (2) the adherence to the Commissioner's regulations, as applicable to such reviews;
- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (4) the school district's or board of cooperative educational services' issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-c.

## PROHIBITION AGAINST MORE THAN ONE APPEAL

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

## BURDEN OF PROOF

In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

## TIMEFRAME FOR FILING APPEAL

All appeals must be submitted in writing no later than 15 calendar days of the date when the teacher receives his or her annual professional performance review. However, if a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed with 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

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

## TIMEFRAME FOR DISTRICT/BOCES RESPONSE

Within 15 calendar days of receipt of an appeal, the school district or BOCES staff member(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's or BOCES' response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district or BOCES, and any and all additional information submitted with the response, at the same time the school district or BOCES files its response.

## DECISION-MAKER ON APPEAL

A decision shall be rendered by the superintendent of schools except that an appeal may not be decided by the same individual who was responsible for making the final rating decision.

## DECISION

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district or BOCES' response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

## EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

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

Nothing shall preclude an employee from raising any substantive or procedural issue as affirmative defense in 3020-a proceedings.

## 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.

### Evaluator Training

The Oriskany Board of Education will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize Oneida-Herkimer-Madison (OHM) BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. The training began Summer 2011 and will continue on a monthly basis throughout the school year with the total training time commensurate with SED expectations. Lead evaluator training will include training on:

- 1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
- 2) Evidence-based observation techniques that are grounded in research;
- 3) Application and use of the student growth percentile model and the value-added growth model;
- 4) Application and use of the NYSUT Teacher Practice Rubric, 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; professional growth goals and school improvement goals, etc.;
- 6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers or principals;
- 7) Use of the Statewide Instructional Reporting System;
- 8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the

teacher's or principal's overall rating and their subcomponent ratings; and

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

Upon completion of the initial 30-hour, year long training for evaluators/lead evaluators, administrators will be certified as lead evaluators. Administrators responsible for teacher evaluation will continue training on an annual basis through participation in the annual follow-up training for evaluators/lead evaluators provided by the OHM BOCES Network Team. This training will support the continued growth in understanding of the nine elements of performance review listed above. Administrators who complete the annual follow-up training will be certified as lead evaluators.

The Oriskany Board of Education designates the superintendent to ensure that lead evaluators participate in annual training and are re-certified on an annual basis for purposes of continued growth in understanding of the teacher performance evaluation process. The OHM BOCES Network Team will be utilized to provide the initial training and ongoing annual training for recertification. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain inter-rater reliability of evaluators over time.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

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• Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, February 10, 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):

PK-6
7-12

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

Please check the boxes below:

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

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

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/courses(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3<sup>rd</sup> 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
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Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	n/a
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	n/a
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	n/a
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	n/a
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	n/a

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

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Monday, February 10, 2014

Updated Wednesday, April 30, 2014

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## Page 1

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

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

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

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

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

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

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

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

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

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

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

- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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
PK-6	(d) measures used by district for teacher evaluation	All OHM BOCES regionally-developed Assessments offered within the building will be used
7-12	(d) measures used by district for teacher evaluation	All OHM BOCES regionally-developed Assessments offered within the building will be used

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.	An achievement measure determined by the outcome of the assessment (0 points x % of student scores between 0 and 64) + (1 point x % of student scores between 65 and 74) + (1.5 points x % of student scores between 75 and 84) + (2 points x % of student scores between 85 and 100). Range of possible outcomes 0-200 points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 150-200 points = Highly Effective 15% Locally-Selected Measure of Student Achievement = 14-15 points
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 40-149 points = Effective 15% Locally-Selected Measure of Student Achievement = 8-13 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 10-39 points = Developing 15% Locally-Selected Measure of Student Achievement = 3-7 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The regionally-developed assessments will be scored as follows: 0-9 points = Ineffective 15% Locally-Selected Measure of Student Achievement = 0-2 points

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/12190/997682-qBFVOWF7fC/Oriskany LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)\_2.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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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
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Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

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

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

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

(No response)

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

assets/survey-uploads/12190/997682-T8MIGWUVm1/Oriskany LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER PRINCIPALS (20 points)\_1.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.

(No response)

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

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

n/a

## 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Monday, February 10, 2014

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## Page 1

### 9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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

(No response)

### 9.3) Assurances -- Goals

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

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

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

## 9.7) Process for Assigning Points and Determining HEDI Ratings

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

Oriskany CSD has selected the Marshall Principal Evaluation Rubric as the tool best able to provide our principals with the workplace data necessary to improve instructional skills and knowledge (Appendix A). Sixty percent (60 out of the total 100 points) of the composite effectiveness score is based on other measures of principal effectiveness consistent with the six ISLLC Standards prescribed by the Commissioner in regulation.

A formula has been developed to calculate the number of points for the principal effectiveness component score (the rubric is a four point rubric) for each category. See attached document with the table.

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/12205/997724-pMADJ4gk6R/ORISKANY - PROCESS FOR ASSIGNING POINTS AND DETERMINING PRINCIPAL HEDI (60 points).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.	A formula has been developed to calculate the number of points for the principal effectiveness component score (the rubric is a four point rubric) for each category; 3.51-4.00 points = Highly Effective;
---	---

	60% Other Measures of Effectiveness point value equivalent = 59-60 points
Effective: Overall performance and results meet standards.	A formula has been developed to calculate the number of points for the principal effectiveness component score (the rubric is a four point rubric) for each category; 2.51-3.50 points = Effective; 60% Other Measures of Effectiveness point value equivalent = 57-58 points
Developing: Overall performance and results need improvement in order to meet standards.	A formula has been developed to calculate the number of points for the principal effectiveness component score (the rubric is a four point rubric) for each category; 1.55-2.50 points = Developing; 60% Other Measures of Effectiveness point value equivalent = 55-56 points
Ineffective: Overall performance and results do not meet standards.	A formula has been developed to calculate the number of points for the principal effectiveness component score (the rubric is a four point rubric) for each category; 1.00-1.54 points = Highly Effective; 60% Other Measures of Effectiveness point value equivalent = 0-54 points

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Monday, February 10, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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 Monday, February 10, 2014

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/12168/997783-Df0w3Xx5v6/Appendix E - Principal Improvement Plan \(PIP\).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:

#### APPEALS

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement

plan, except as otherwise authorized by law.

The APPR is to be a significant factor for termination and tenure determinations. In the event that the Superintendent is concerned with the competence of a probationary principal, it is agreed that the principal will be invited to a conference with the Superintendent, and the Union President or his/her designee as early in the school year as reasonable. The conference will result in an intervention and PIP being developed.

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A principal may not file multiple appeals regarding the same performance review or PIP. All grounds for appeal must be raised within one appeal.

#### APPEALS OF RATINGS

Appeals of annual professional performance reviews are limited to those that rate a principal as Ineffective or Developing, or any rating that is one or two points below a rating category if the principal earned at least 30 out of 40 points in the Student Growth and Student Achievement Sections of the APPR (a score of 73, 74, 89, or 90).

#### WHAT MAY BE CHALLENGED IN AN APPEAL

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

- (1) the school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- (2) the adherence to the Commissioner's regulations, as applicable to such reviews;
- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and,
- (4) the school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan under Education Law §3012-c.

#### PROHIBITION AGAINST MORE THAN ONE APPEAL

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

#### BURDEN OF PROOF

In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

#### TIMEFRAME FOR FILING APPEAL

In order to be timely, all appeals shall be filed, in writing, within fifteen (15) school days after the principal has received the APPR. Notification of the appeal shall be provided to the Superintendent of Schools. The failure to file an appeal within this timeframe shall be deemed a waiver of the right to appeal.

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

#### DECISION-MAKER ON APPEAL

A decision shall be rendered by the superintendent of schools except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such an instance the appeal will be heard and rendered by the OHM BOCES District Superintendent.

#### DECISION

The principal and Superintendent shall meet to review the appeal within five days within receipt of the appeal. If the principal and Superintendent are unable to resolve the matter during the initial appeal meeting, the principal shall, if he/she so chooses, file a written appeal with the OHM BOCES District Superintendent within five (5) school days of the initial appeal meeting.

The principal will be afforded Union representation if he/she so chooses. A written decision on the merits of the appeal shall then be rendered no later than thirty (30) school days from the date which the principal filed his/her written appeal. The decision shall be based on the written record comprised of the principal's appeal papers and any documented evidence accompanying the appeal as well as the school district response to the appeal.

The decision of the OHM BOCES District Superintendent shall be final and binding relative to the APPR appeal. The decision of the BOCES District Superintendent on the individual appeal is not subject to the grievance and arbitration procedure. Should any paragraph or sub-paragraph of this Article be deemed inconsistent with legislation or regulation, the parties agree to enter into negotiations in order to make said inconsistencies compliant.

## 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.

### Evaluator Training

The Oriskany Board of Education will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize Oneida-Herkimer-Madison (OHM) BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. The training began Summer 2011 and will continue on a monthly basis throughout the school year with the total training time commensurate with SED expectations. Lead evaluator training will include training on:

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

Upon completion of the initial 30-hour, year long training for evaluators/lead evaluators, administrators will be certified as lead evaluators. Administrators responsible for principal evaluation will continue training on an annual basis through participation in the annual follow-up training for evaluators/lead evaluators provided by the OHM BOCES Network Team. This training will support the continued growth in understanding of the nine elements of performance review listed above. Administrators who complete the annual follow-up training will be certified as lead evaluators.

The Oriskany Board of Education designates the superintendent to ensure that lead evaluators participate in annual training and are re-certified on an annual basis for purposes of continued growth in understanding of the principal performance evaluation process. The

OHM BOCES Network Team will be utilized to provide the initial training and ongoing annual training for recertification. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain inter-rater reliability of evaluators over time.

## 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 Monday, February 10, 2014

Updated Wednesday, May 14, 2014

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### Page 1

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

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

[assets/survey-uploads/12158/997813-3Uqgn5g9Iu/District Certification Form - Oriskany 5-14-14.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.

# Oriskany Central School District Annual Professional Performance Review Plan (APPR)

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

*This conversion chart applies to questions 2.2 through 2.10 in the New York State Education Department Review Plan Portal for all other teachers.*

### Student Growth Measures

20% is based on student growth on State assessments or other comparable measures of student growth (increased to 25% upon implementation of a value-added growth model). Student growth means the change in student achievement for an individual student between two or more points in time. Student growth percentile score shall mean the result of a statistical model that calculates each student's change in achievement between two or more points in time on a State assessment or other comparable measure and compares each student's performance to that of similarly achieving students. Value-added growth score shall mean the result of a statistical model that incorporates a student's academic history and may use other student demographics and characteristics, school characteristics and/or teacher characteristics to isolate statistically the effect on student growth from those characteristics that are generally not in the teacher's or principal's control.

Data that are provided by NYSED will provide the number of points (out of the possible 20 or 25) toward the composite score a teacher will be awarded for the student growth portion. The state will assign a score of 0-20 points for this subcomponent, which will contribute to the educator's composite effectiveness score using the standards and scoring ranges for this subcomponent as prescribed in regulation.

For subject areas for which there is no growth data provided by the state, the state-determined district-wide growth goal setting process will be employed as described by NYSED. Teachers will work with their principals to set Student Learning Objectives (SLOs) based on the state process. The SLO targets will identify how progress will be measured. Principals will utilize the data from pre- and post-testing to assess the percentage of the student population that meet or exceed the growth targets set in the SLO. Principals will then assign points 0-20 using the following HEDI conversion chart:

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	99-98%	97-95%	94-92%	91-89%	88-85%	84-81%	80-75%	74-70%	69-65%	64-60%	59-55%	54-50%	49-45%	44-40%	39-35%	34-30%	29-25%	24-20%	19-15%	≤14%

# Oriskany Central School District Annual Professional Performance Review Plan (APPR)

## LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR TEACHERS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)<sup>+</sup>

Points will be assigned using the following conversion chart:

*This conversion chart applies to questions 3.1 and 3.2 in the New York State Education Department Review Plan Portal for Grades 4-8 teachers of record for ELA and mathematics.*

<b>15% Locally-Selected Measure of Student Achievement</b>		
<b>Achievement Measure</b> <i>(1 x 65-74%) + (1.5 x 75-84%) + (2 x 85-100%)</i>	<b>Point Value Equivalent</b>	<b>HEDI</b>
175-200	15	Highly Effective
150-174	14	
130-149	13	Effective
110-129	12	
90-109	11	
71-89	10	
55-70	9	
40-54	8	
30-39	7	Developing
25-29	6	
20-24	5	
15-19	4	
10-14	3	
5-9	2	Ineffective
1-4	1	
0	0	

**To calculate a Student Achievement Measure:**

- All students in all grades and content areas will complete end-of-course assessments.
- All student achievement scores will be converted to a 100-point scale.
- All converted scores will be categorized into scoring bands (0-64, 65-74, 75-84, 85-100)
- Frequency percentages will be calculated for each scoring band
- Frequency percentages will be multiplied by an adjustment factor (0 points x % of students in 0-64 scoring band; 1 point x % of students in 65-74 scoring band; etc.)
- Achievement measure is calculated by adding the four adjusted frequency band totals.
- The final achievement measure 0-200 will be used to assign a HEDI Score 0-15 for each applicable teacher

**Example** (n=100 student scores):

30 scores between 85-100 = 30% x 2 points = 60 pts

50 scores between 75-84 = 50% x 1.5 points = 75 pts

15 scores between 65-74 = 15% x 1 point = 15 pts

5 scores between 0-64 = 5% x 0 points = 0 pts

Achievement Measure (all frequency bands) = 150 pts

Therefore, Point Value Equivalent = 14 pts

<sup>+</sup> Until Value Added systems are instituted, Oriskany will assign points for Locally Selected Measures of Student Achievement using the 20-point Conversion Chart in Task 3.13

<sup>\*</sup> note: students who, as established by the Oriskany CSE and evidenced in the student's IEP, are eligible for a local diploma using the "safety net" of scoring a 55-64 on a NYS Regents exam will achieve proficiency at 55 (adjustment factor of 1) on the locally developed instrument used for the achievement measure.

## Oriskany Central School District

### Teacher Improvement Plan

**Regulation:** Under Section 100.2 of the Regulations of the Commissioner of Education, a Teacher Improvement Plan (TIP) is described as follows: “Teacher Improvement: The plan shall describe how the school district or BOCES addresses the performance of teachers whose performance is evaluated as developing or ineffective, and shall require the development of a teacher improvement plan for teachers so evaluated, which shall be developed by the district or BOCES in consultation with such teacher.”

#### Key Ideas:

1. Development of a TIP should be a helpful, professional conversation, identifying solutions to problems and resources that will help a teacher improve professional performance.
2. The responsibility for facilitating the process to help a teacher in need of improvement is with the Oriskany Central School District.
3. The lead evaluator/evaluator will identify area(s) in need of improvement.
4. A TIP is to be developed collaboratively between the lead evaluator/evaluator and the teacher in need of improvement.
5. The teacher will have an OTA Representative in the development of the TIP.
6. A TIP will be developed for any teacher whose performance is evaluated as developing or ineffective, regardless of tenure status.
7. A teacher’s mentor may not be involved in any way with the evaluation of the teacher during the TIP process.
8. A teacher who requires a TIP shall be observed and supervised on a more frequent basis and may be provided additional assistance as determined.

#### TIP Procedures:

1. Upon determining that a teacher is in need of improvement, the lead evaluator/evaluator will notify the teacher in writing that there will be a meeting with the teacher and an OTA Representative designated by the OTA President.
2. The TIP will include the following:
  - a. Determination of the area(s) of concern, as per the criteria listed in the Annual Professional Performance Review for Teachers.
  - b. A description of the desired change to include potential examples that will demonstrate progress

- c. A description of a plan to affect change
  - d. The person(s) responsible for monitoring the change
3. The improvement plan timeline will include a starting date, benchmark dates to monitor progress, and expected date of completion.
4. Upon development of the TIP, the lead evaluator/evaluator will write a memo to the teacher in need of improvement. The memo shall include the following:
  - a. The date the lead evaluator/evaluator, teacher, and OTA Representative met
  - b. Signatures of all present at the meeting
  - c. A copy of the TIP
5. A copy of the memo and the TIP will be submitted to the teacher in need of improvement, the OTA Representative and the superintendent.

The teacher with the TIP will adhere to the plan and is responsible for submitting paperwork as needed to supervising administration.

The lead evaluator/evaluator, teacher, and OTA representative will meet and will hold periodic meetings scheduled every ten weeks to determine the teacher's progress as defined by the TIP. At those meetings, they will determine if:

- Further improvement in the criteria is necessary. The current TIP will continue until the next review.
- Further improvement is necessary. The current TIP has been amended and the contents have been discussed and mutually agreed upon. A copy of the amended TIP is attached.
- The improvements as outlined in the TIP have been made and desired changes have occurred. The TIP is no longer needed at this time.

At these times, the Teacher Improvement Plan Review Form will be completed and copies will be provided to the teacher and Superintendent.

**Oriskany Central School District**

**Teacher Improvement Plan Development Meeting**

Re: Teacher Improvement Plan, [teacher's name]

Date:

On \_\_\_\_\_ at \_\_\_\_\_ AM / PM, \_\_\_\_\_ (teacher),

\_\_\_\_\_ (OTA Rep), and \_\_\_\_\_ (evaluator),

met to develop a Teacher Improvement Plan (TIP).

The contents of the TIP were discussed and mutually agreed upon.

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

OTA Rep. Signature \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature \_\_\_\_\_ Date: \_\_\_\_\_

After consultation with my union representative, I waive my right to have an OTA Representative present at the meeting.

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

OTA Rep. Signature \_\_\_\_\_ Date \_\_\_\_\_

Copies to:

\_\_\_\_\_, Teacher

\_\_\_\_\_, OTA Representative

\_\_\_\_\_, OTA President (if other than Representative)

\_\_\_\_\_, Principal

\_\_\_\_\_, Superintendent

**Oriskany Central School District**  
**Teacher Improvement Plan (TIP)**

**Teacher:**

**Subject/Grade Level:**

**Date:**

**Standards in Need of Improvement:**

- |  |  |
|--|--|
| <input type="checkbox"/> Knowledge of Students and Student Learning      | <input type="checkbox"/> Assessment for Student Learning                 |
| <input type="checkbox"/> Knowledge of Content and Instructional Planning | <input type="checkbox"/> Professional Responsibilities and Collaboration |
| <input type="checkbox"/> Instructional Practice                          | <input type="checkbox"/> Professional Growth                             |
| <input type="checkbox"/> Learning Environment                            |  |

**Plan to Affect Change:**

\_\_\_\_\_TIP plan will begin on \_\_\_\_\_ with review on \_\_\_\_\_.

Identified area(s) in need of improvement	Professional learning activities	Target evidence of improvement	Timeline

Lead Evaluator/Evaluator, teacher, and OTA representative will meet for the final formal Teacher Improvement Plan Review Meeting and signing of the document.

Person Responsible for Monitoring Change:

Support/Resources Provided by the District:

**Oriskany Central School District**  
**Teacher Improvement Plan Review Meeting**

Re: Teacher Improvement Plan Review, [teacher's name]

Date:

On [date of TIP meeting] at [time of TIP meeting], \_\_\_\_\_ [teacher],  
\_\_\_\_\_ [OTA representative], and \_\_\_\_\_ [lead  
evaluator/evaluator] met to review progress regarding the Teacher Improvement Plan (TIP) for  
[teacher's name].

At the meeting it was determined that:

- Further improvement in the criteria is necessary. The current TIP will continue until the next review in [month, year].
- Further improvement is necessary. The current TIP has been amended and the contents have been discussed and mutually agreed upon. An amended TIP is attached.
- The improvements as outlined in the TIP have been made and desired changes have occurred. The TIP is no longer needed at this time.

Signature: \_\_\_\_\_

(Signature of teacher)

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

(Signature of OTA representative)

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

(Signature of Lead Evaluator/Evaluator)

Date: \_\_\_\_\_

Copies to:

\_\_\_\_\_, Teacher

\_\_\_\_\_, OTA Representative

\_\_\_\_\_, OTA President (if other than representative)

\_\_\_\_\_, Principal

\_\_\_\_\_, Superintendent

# Oriskany Central School District Annual Professional Performance Review Plan (APPR)

## LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)<sup>+</sup>

Points will be assigned using the following conversion chart:

*This conversion chart applies to questions 8.1*

<b>15% Locally-Selected Measure of Student Achievement</b>		
<b>Achievement Measure</b> <i>(1 x 65-74%) + (1.5 x 75-84%) + (2 x 85-100%)</i>	<b>Point Value Equivalent</b>	<b>HEDI</b>
175-200	15	Highly Effective
150-174	14	
130-149	13	Effective
110-129	12	
90-109	11	
71-89	10	
55-70	9	
40-54	8	
30-39	7	Developing
25-29	6	
20-24	5	
15-19	4	
10-14	3	
5-9	2	Ineffective
1-4	1	
0	0	

*+ Until Value Added systems are instituted, Oriskany will assign points for Locally Selected Measures of Student Achievement using the 20-point Conversion Chart in Task 8.2*

**To calculate a Student Achievement Measure:**

1. All students in all grades and content areas will complete end-of-course assessments.
2. All student achievement scores will be converted to a 100-point scale.
3. All converted scores will be categorized into scoring bands (0-64, 65-74, 75-84, 85-100)
4. Frequency percentages will be calculated for each scoring band
5. Frequency percentages will be multiplied by an adjustment factor (0 points x % of students in 0-64 scoring band; 1 point x % of students in 65-74 scoring band; etc.)
6. Achievement measure is calculated by adding the four adjusted frequency band totals.
7. The final achievement measure 0-200 will be used to assign a HEDI Score 0-15 for each applicable principal

**Example** (n=100 student scores):

30 scores between 85-100 = 30% x 2 points = 60 pts

50 scores between 75-84 = 50% x 1.5points = 75 pts

15 scores between 65-74 = 15% x 1 point = 15 pts

5 scores between 0-64 = 5% x 0 points = 0 pts

Achievement Measure (all frequency bands) = 150 pts

Therefore, Point Value Equivalent = 14 pts

*\* note: students who, as established by the Oriskany CSE and evidenced in the student's IEP, are eligible for a local diploma using the "safety net" of scoring a 55-64 on a NYS Regents exam will achieve proficiency at 55 (adjustment factor of 1) on the locally developed instrument used for the achievement measure.*

# Oriskany Central School District Annual Professional Performance Review Plan (APPR)

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

Points will be assigned using the following conversion chart:

*This conversion chart applies to question 8.2 and 8.3 in the New York State Education Department Review Plan Portal for all other principals.*

<b>20% Locally-Selected Measure of Student Achievement</b>		
<b>Achievement Measure</b> <i>(1 x 65-74%) + (1.5 x 75-84%) + (2 x 85-100%)</i>	<b>Point Value Equivalent</b>	<b>HEDI</b>
185 - 200	20	Highly Effective
170 - 184	19	
150 - 169	18	
130 - 149	17	Effective
110 - 129	16	
95 - 109	15	
80 - 94	14	
70 - 79	13	
60 - 69	12	
50 - 59	11	
45 - 49	10	
40 - 44	9	Developing
35 - 39	8	
30 - 34	7	
25 - 29	6	
20 - 24	5	
15 - 19	4	
10 - 14	3	Ineffective
5 - 9	2	
1 - 4	1	
0	0	

**To calculate a Student Achievement Measure:**

1. All students in all grades and content areas will complete end-of-course assessments.
2. All student achievement scores will be converted to a 100-point scale.
3. All converted scores will be categorized into scoring bands (0-64, 65-74, 75-84, 85-100)
4. Frequency percentages will be calculated for each scoring band
5. Frequency percentages will be multiplied by an adjustment factor (0 points x % of students in 0-64 scoring band; 1 point x % of students in 65-74 scoring band; etc.)
6. Achievement measure is calculated by adding the four adjusted frequency band totals.
7. The final achievement measure 0-200 will be used to assign a HEDI Score 0-20 for each applicable principal

**Example** (n=100 student scores):

30 scores between 85-100 = 30% x 2 points = 60 pts

50 scores between 75-84 = 50% x 1.5 points = 75 pts

15 scores between 65-74 = 15% x 1 point = 15 pts

5 scores between 0-64 = 5% x 0 points = 0 pts

Achievement Measure (all frequency bands) = 150 pts

Therefore, Point Value Equivalent = 18 pts

*\* note: students who, as established by the Oriskany CSE and evidenced in the student's IEP, are eligible for a local diploma using the "safety net" of scoring a 55-64 on a NYS Regents exam will achieve proficiency at 55 (adjustment factor of 1) on the locally developed instrument used for the achievement measure.*

SECTION 9: "OTHER" MEASURES OF EFFECTIVENESS (60 POINTS)

**Oriskany Central School District**

**Principal's Leadership and Management**

**Assessment Summary: Marshall Principal Effectiveness Rubric**

Using the rubric, the superintendent will circle the descriptor for each item that best matches the principal's performance. A point value of 1 to 4 (Ineffective to Highly Effective) shall be assigned to each element. An average rating shall be determined using all elements of the rubric. The chart below shall convert the average rating to a score for the "Other Measures" based on the rubric. (Question 9.7)

Name of Principal \_\_\_\_\_

School Year \_\_\_\_\_

Rubric Score (Average)	Subcomponent Points
<b>Ineffective</b>	
1.00	0
1.01	1
1.02	2
1.03	3
1.04	4
1.05	5
1.06	6
1.07	7
1.08	8
1.09	9
1.10	10
1.11	11
1.12	12
1.13	13
1.14	14
1.15	15
1.16	16
1.17	17
1.18	18
1.19	19
1.20	20
1.21	21
1.22	22
1.23	23
1.24	24

1.25	25
1.26	26
1.27	27
1.28	28
1.29	29
1.30	30
1.31	31
1.32	32
1.33	33
1.34	34
1.35	35
1.36	36
1.37	37
1.38	38
1.39	39
1.40	40
1.41	41
1.42	42
1.43	43
1.44	44
1.45	45
1.46	46
1.47	47
1.48	48
1.49	49
1.50	50
1.51	51
1.52	52
1.53	53
1.54	54
<b>Developing</b>	
1.55-2.00	55
2.01 -2.50	56
<b>Effective</b>	
2.51-3.00	57
3.01-3.50	58
<b>Highly Effective</b>	
3.51-3.74	59
3.75-4.00	60

<b>Rubric Performance Levels and Score Scale</b>	
<u>Performance Level</u>	<u>Points ranges negotiated (subject to negotiated revision should NYSED ranges change)</u>
Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

Points Awarded 0-60: \_\_\_\_\_

**Overall Rating:**  
Ineffective

Highly Effective

Effective

Developing

(Circle one)

## Oriskany Central School District

### Principal Improvement Plan

The NYS Commissioner's Regulation (30-2.10) requires that any principal with an annual professional performance review rated as "*Developing*" or "*Ineffective*" shall receive a Principal Improvement Plan (PIP). A PIP shall be developed in consultation with the principal and union representation shall be afforded at the principal's request. A PIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the administrator and mentor (if one has been assigned), and a local or regional union representative (if requested by the principal) shall meet to assess the effectiveness of the PIP in assisting the administrator to achieve the goals set forth in the PIP. Based on the outcome of this assessment, the PIP shall be modified accordingly.

#### Key Ideas:

1. Development of a PIP should be a helpful, professional conversation, identifying solutions to problems and resources that will help a principal improve professional performance.
2. The responsibility for facilitating the process to help a principal in need of improvement is with the Oriskany Central School District.
3. The Superintendent will identify area(s) in need of improvement.
4. A PIP is to be developed collaboratively between the Superintendent and the principal in need of improvement.
5. The principal may have an association representative in the development of the PIP.

#### PIP Procedures:

1. Upon determining that a principal is in need of improvement, the Superintendent will notify the principal in writing that there will be a meeting with the principal.
2. The PIP will include the following:
  - a. Determination of the area(s) of concern, as per the criteria listed in the Annual Professional Performance Review for Principals.
  - b. A description of the desired change to include potential examples that will demonstrate progress.
  - c. A description of the plan to affect change.
  - d. The person(s) responsible for monitoring change.
  - e. The improvement plan timeline, including a starting date, benchmark dates to monitor progress, and expected date of completion.

**Oriskany Central School District  
Principal Improvement Plan (PIP)**

**Principal:**

**Building:**

**Date:**

**Standards in Need of Improvement:**

- |   |   |
|---|---|
| <input type="checkbox"/> Vision, Mission, and Goals                 | <input type="checkbox"/> Collaborating with Families and Stakeholders |
| <input type="checkbox"/> Teaching and Learning                      | <input type="checkbox"/> Ethics and Integrity                         |
| <input type="checkbox"/> Managing Organizational Systems and Safety | <input type="checkbox"/> The Education System                         |

**Plan to Affect Change:**

\_\_\_\_\_ PIP plan will begin on \_\_\_\_\_ with review on \_\_\_\_\_.

Identified area(s) in need of improvement	Professional learning activities	Target evidence of improvement	Timeline

Superintendent, principal, and association representative will meet for the final formal Principal Improvement Plan Review Meeting and signing of the document.

Person Responsible for Monitoring Change:

**Oriskany Central School District**  
**Principal Improvement Plan Review Meeting**

Re: Principal Improvement Plan Review, [Principal's name]

Date:

On [date of PIP meeting] at [time of PIP meeting], \_\_\_\_\_ [principal],  
\_\_\_\_\_ [representative], and \_\_\_\_\_ [superintendent]  
met to review progress regarding the Principal Improvement Plan (PIP) for [principal's name].

At the meeting it was determined that:

- Further improvement in the criteria is necessary. The current PIP will continue until the next review in [month, year].
- Further improvement is necessary. The current PIP has been amended and the contents have been discussed and mutually agreed upon. An amended PIP is attached.
- The improvements as outlined in the PIP have been made and desired changes have occurred. The PIP is no longer needed at this time.

Signature: \_\_\_\_\_  
(Signature of principal)

Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
(Signature of association representative)

Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
(Signature of superintendent)

Date: \_\_\_\_\_

Copies to:

\_\_\_\_\_, Principal  
\_\_\_\_\_, Association Representative  
\_\_\_\_\_, Superintendent

**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

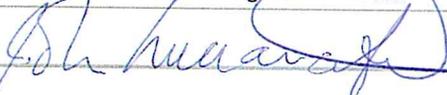
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators 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:

 5/14/14

Teachers Union President Signature:      Date:

 5/14/14

Administrative Union President Signature:      Date:

 5/14/14

Board of Education President Signature:      Date:

 5-14-14