



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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December 26, 2012

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

Dear Superintendent Kelahan:

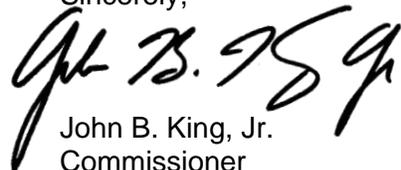
Congratulations. I am pleased to inform you that your multi-year (2012-2015) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information 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

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

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 02, 2012

Updated Friday, December 14, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 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) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

2012-2015

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

Created Tuesday, June 05, 2012

Updated Friday, December 14, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	AIMS Web
1	State-approved 3rd party assessment	AIMS Web
2	State-approved 3rd party assessment	AIMS Web

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	A district-wide growth goal setting process will be used. Teachers and principals will work together to set individual
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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	District, regional, or BOCES-developed assessment	Oriskany CSD Locally-Developed Grade K Math Assessment
1	State-approved 3rd party assessment	STAR Math Enterprise
2	State-approved 3rd party assessment	STAR Math Enterprise
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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.
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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 Locally-Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Oriskany CSD Locally-Developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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.
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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 Locally-Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Oriskany CSD Locally-Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Oriskany CSD Locally-Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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.
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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 Locally-Developed Global 1 Assessment

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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.
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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	District, regional or BOCES-developed assessment	Oriskany CSD Locally-Developed Grade 9 English Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Oriskany CSD Locally-Developed Grade 10 English Assessment
Grade 11 ELA	Regents assessment	English Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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.
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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
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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
Reading (K-8)	State-approved 3rd party assessment	AIMS Web
Music (K-12)	District, Regional or BOCES-developed	WSWHE BOCES Regionally-Developed K-12 Music Assessments
Art (K-12)	District, Regional or BOCES-developed	WSWHE BOCES Regionally-Developed K-12 Art Assessments
Business	District, Regional or BOCES-developed	Oriskany CSD Locally-Developed 7-12 Business Assessments
Physical Education	District, Regional or BOCES-developed	Oriskany CSD Locally-Developed K-12 PE Assessments
Health	District, Regional or BOCES-developed	Oriskany CSD Locally-Developed Middle and HS Level Health Assessments
LOTE	District, Regional or BOCES-developed	OHM BOCES Regionally-Developed 8-12 LOTE Assessments
All Other Teachers Not Named Above	District, Regional or BOCES-developed	OHM BOCES Regionally-Developed Grade and Subject 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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.
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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/5364/139165-TXEttx9bQW/ORISKANY - STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)_3.doc

2.12) Locally Developed Controls

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

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

(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: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Monday, July 09, 2012

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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.

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	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 - 64) + (1 point x % of student scores between 65 - 74) + (1.5 points x % of student scores between 75 - 84) + (2 points x % of student scores between 85 - 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 point value equivalent = 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 point value equivalent = 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 point value equivalent = 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 point value equivalent = 0-2 points

3.2) Grades 4-8 Math

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

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

5	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Math 5 Assessment
6	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Math 6 Assessment
7	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Math 7 Assessment
8	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Math 8 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 - 64) + (1 point x % of student scores between 65 - 74) + (1.5 points x % of student scores between 75 - 84) + (2 points x % of student scores between 85 - 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 point value equivalent = 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 point value equivalent = 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 point value equivalent = 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 point value equivalent = 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/5139/149756-rhJdBgDruP/Oriskany LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR TEACHERS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)_1.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	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 - 64) + (1 point x % of student scores between 65 - 74) + (1.5 points x % of student scores between 75 - 84) + (2 points x % of student scores between 85 - 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 point value equivalent = 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 point value equivalent = 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 point value equivalent = 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 point value equivalent = 0-2 points

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	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 - 64) + (1 point x % of student scores between 65 - 74) + (1.5 points x % of student scores between 75 - 84) + (2 points x % of student scores between 85 - 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 point value equivalent = 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 point value equivalent = 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 point value equivalent = 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 point value equivalent = 0-2 points

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	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 - 64) + (1 point x % of student scores between 65 - 74) + (1.5 points x % of student scores between 75 - 84) + (2 points x % of student scores between 85 - 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 point value equivalent = 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 point value equivalent = 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 point value equivalent = 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 point value equivalent = 0-2 points

3.7) Grades 6-8 Social Studies

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

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

7	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Grade 7 Social Studies
8	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed Grade 8 Social Studies

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 - 64) + (1 point x % of student scores between 65 - 74) + (1.5 points x % of student scores between 75 - 84) + (2 points x % of student scores between 85 - 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 point value equivalent = 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 point value equivalent = 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 point value equivalent = 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 point value equivalent = 0-2 points

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	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 History Assessment

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

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

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

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	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 - 64) + (1 point x % of student scores between 65 - 74) + (1.5 points x % of student scores between 75 - 84) + (2 points x % of student scores between 85 - 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 point value equivalent = 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: 10-39 points = Developing 20% Locally-Selected Measure of Student Achievement point value equivalent = 3-8 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: 40-149 points = Effective 20% Locally-Selected Measure of Student Achievement point value equivalent = 9-17 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 point value equivalent = 0-2 points

3.10) High School Math

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

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

Locally-Selected Measure from List of Approved Measures	Assessment
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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.

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 - 64) + (1 point x % of student scores between 65 - 74) + (1.5 points x % of student scores between 75 - 84) + (2 points x % of student scores between 85 - 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 point value equivalent = 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 point value equivalent = 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 point value equivalent = 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 point value equivalent = 0-2 points

3.11) High School English Language Arts

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

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

Locally-Selected Measure from List of Approved Measures	Assessment
---	------------

Grade 9 ELA	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed ELA 9 Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed ELA 10 Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	OHM BOCES regionally-developed ELA 11 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.

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 - 64) + (1 point x % of student scores between 65 - 74) + (1.5 points x % of student scores between 75 - 84) + (2 points x % of student scores between 85 - 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 point value equivalent = 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 point value equivalent = 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 point value equivalent = 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 point value equivalent = 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 Assessments

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

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

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

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/5139/149756-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 setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Not applicable

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

4. Other Measures of Effectiveness (Teachers)

Created Thursday, May 03, 2012

Updated Friday, December 21, 2012

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.)

NYSUT Teacher Practice Rubric

(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 (e.g., "probationary teachers"):

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(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 Central School District has selected the New York State United Teachers (NYSUT) Teacher Effectiveness Rubric as the tool best able to provide our teachers with the work place 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 as a means to gather evidence for the second data point. Teachers are encouraged to use artifacts from their teacher portfolios to further supplement and illustrate mastery of teaching standards and elements within the teaching standards. At least 50% of the elements within the 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 composite score will be determined by an average of all the NYSUT standards scores. The teachers's 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/5091/124258-eka9yMJ855/ORISKANY Other Measures of Effectiveness (Teachers) (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 NYS Teaching Standards.	A formula has been developed to calculate the number of points for the teacher effectiveness composite 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 composite 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 composite 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 composite 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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	3
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	2
4.7) Observations of Tenured Teachers Informal/Short	0
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Monday, June 18, 2012

Updated Saturday, September 01, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, June 11, 2012

Updated Tuesday, December 04, 2012

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. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

assets/survey-uploads/5265/141451-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 and building principals, as well as the issuance and implementation of improvement plans for teachers and principals 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 or 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;

(4) the school district's or board of cooperative educational services' issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law §3012-c; and

PROHIBITION AGAINST MORE THAN ONE APPEAL

A teacher/principal 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. 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 and any additional documents or materials relevant to the appeal. The performance review being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

Within one week of the filing of an appeal, the teacher, principal and Superintendent shall meet to review the appeal. The teacher will be afforded Union representation if he/she so chooses.

TIMEFRAME FOR DISTRICT/BOCES RESPONSE

Within 15 calendar days of the appeal meeting, the Superintendent 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 or principal'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.

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. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review 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 and Certification of Lead Evaluators and Evaluators

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

The 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 the Oneida-Herkimer-Madison (OHM) BOCES Network Team evaluator/ lead evaluator training 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 teacher or principal rubric(s), 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 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 recertified as lead evaluators

The Oriskany Board of Education designates the superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training 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 as well as the ongoing annual training. 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:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Sunday, August 19, 2012

Updated Thursday, September 27, 2012

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

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

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

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

K-6
7-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-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 - 64) + (1 point x % of student scores between 65 - 74) + (1.5 points x % of student scores between 75 - 84) + (2 points x % of student scores between 85 - 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 point value equivalent = 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 point value equivalent = 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 point value equivalent = 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 point value equivalent = 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/5366/166619-qBFVOWF7fC/Oriskany LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)_1.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 used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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

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

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

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

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

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

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

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

with high school grades

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment

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/5366/166619-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 setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(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)

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Updated Friday, December 21, 2012

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9.1) Principal Practice Rubric

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

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

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 points assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(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	Checked
9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	Checked
9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	Checked
9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	Checked
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	Checked

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:

- Checked

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

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

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.

Principal Effectiveness Rubric

Oriskany Central School District has selected the Marshall Principals Evaluation Rubrics as the tool best able to provide our principals with the work place 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 composite 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/5143/164688-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 composite 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 composite 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 composite 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 composite score (the rubric is a four point rubric) for each category. 1.00 - 1.54 points = Ineffective 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 Thursday, September 27, 2012

Updated Friday, December 21, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, September 27, 2012

Updated Tuesday, December 04, 2012

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 your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

assets/survey-uploads/5276/182998-Df0w3Xx5v6/Oriskany_PIP_1.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:

CHALLENGES IN AN APPEAL:

Appeals are limited to those identified by Education Law §3012-c, as follows:

(1) The school district's adherence to the standards and methodologies required for such reviews;

(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 issuance and/or implementation of the terms of the principal improvement plan.*

RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

BURDEN OF PROOF

The burden shall be on the appellant.

TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing.

An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the 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. An extension of the time in which to appeal may be granted by the Superintendent upon written request. Any extension of timeframes will be timely and expeditious consistent with Education Law 3012-c.

When filing an appeal, the principal must submit a 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. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

TIME FRAME FOR DISTRICT RESPONSE

Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district’s response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

DECISION PROCESS FOR APPEAL

Within five (5) business days of the district’s response, a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals.

The parties agree that:

a. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5)

business days or more than fifteen (15) business days after the hearing officer is selected.

b. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.

c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;

d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;

e. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

DECISION

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision.

The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review 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.

OTHER

1. The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers.

2. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name.

3. The cost of a hearing officer shall be the responsibility of the Oriskany Administrator's Association.

4. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file an notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.

5. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Oriskany Board of Education will ensure that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize the Oneida-Herkimer-Madison (OHM) BOCES Network Team lead evaluator training 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 teacher or principal rubric(s), 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 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 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 recertified as lead evaluators

The Oriskany Board of Education designates the superintendent as the lead evaluator and will participate in the initial year-long training for lead evaluators and then participate in ongoing training 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 as well as the ongoing annual training. 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 Thursday, May 03, 2012

Updated Friday, December 21, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/124253-3Uqgn5g9Iu/Oriskany CSD Certification Form 12-21-12.pdf](assets/survey-uploads/5581/124253-3Uqgn5g9Iu/Oriskany%20CSD%20Certification%20Form%2012-21-12.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)

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.

15% Locally-Selected Measure of Student Achievement		
Achievement Measure <i>(1 x 65-74%) + (1.5 x 75-84%) + (2 x 85-100%)</i>	Point Value Equivalent	HEDI
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:

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 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

** 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 TEACHERS (20 points)

Points will be assigned using the following conversion chart:

This conversion chart applies to questions 3.4 through 3.12 in the New York State Education Department Review Plan Portal for all other teachers.

20% Locally-Selected Measure of Student Achievement		
Achievement Measure <i>(1 x 65-74%) + (1.5 x 75-84%) + (2 x 85-100%)</i>	Point Value Equivalent	HEDI
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 teacher

Example (n=100 student scores):

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

50 scores between 75-84 = 50% x 1.5points = 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 = 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.*

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

Other Measures of Effectiveness (Teachers) (60 points)

These conversion charts apply to questions 4.1 through 4.7 in the New York State Education Department Review Plan Portal for all teachers.

A formula has been developed to calculate the number of points for the teacher effectiveness composite score (the rubric is a four point rubric) for each category:

Overall Rubric Average Score	Point Dstr.	HEDI Levels	Overall Rubric Average Score	Point Dstr.	HEDI Levels	Overall Rubric Average Score	Point Dstr.	HEDI Levels
3.95 – 4.00	60	Highly Effective	2.95 – 2.99	57	Effective	1.95 – 1.99	54	Developing
3.90 – 3.94	60		2.90 – 2.94	57		1.90 – 1.94	54	
3.85 – 3.89	60		2.85 – 2.89	57		1.85 – 1.89	53	
3.80 – 3.84	60		2.80 – 2.84	57		1.80 – 1.84	53	
3.75 – 3.79	60		2.75 – 2.79	57		1.75 – 1.79	52	
3.70 – 3.74	59		2.70 – 2.74	57		1.70 – 1.74	52	
3.65 – 3.69	59		2.65 – 2.69	57		1.65 – 1.69	51	
3.60 – 3.64	59		2.60 – 2.64	57		1.60 – 1.64	51	
3.55 – 3.59	59		2.55 – 2.59	57		1.55 – 1.59	50	
3.50 – 3.54	59		2.50 – 2.54	57		1.50 – 1.54	50	
3.45 – 3.49	58	Effective	2.45 – 2.49	56	Developing	1.45 – 1.49	49	Ineffective
3.40 – 3.44	58		2.40 – 2.44	56		1.40 – 1.44	45	
3.35 – 3.39	58		2.35 – 2.39	56		1.35 – 1.39	40	
3.30 – 3.34	58		2.30 – 2.34	55		1.30 – 1.34	35	
3.25 – 3.29	58		2.25 – 2.29	55		1.25 – 1.29	30	
3.20 – 3.24	58		2.20 – 2.24	55		1.20 – 1.24	25	
3.15 – 3.19	58		2.15 – 2.19	54		1.15 – 1.19	20	
3.10 – 3.14	58		2.10 – 2.14	54		1.10 – 1.14	15	
3.05 – 3.09	58		2.05 – 2.09	54		1.05 – 1.09	10	
3.00 – 3.04	58		2.00 – 2.04	54		1.01 – 1.04	5	
						1.00	0	

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)

Points will be assigned using the following conversion chart:

This conversion chart applies to questions 8.1 and 8.3 in the New York State Education Department Review Plan Portal for Grades 4-8 principals of record for ELA and mathematics.

15% Locally-Selected Measure of Student Achievement		
Achievement Measure <i>(1 x 65-74%) + (1.5 x 75-84%) + (2 x 85-100%)</i>	Point Value Equivalent	HEDI
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:

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 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

** 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.

20% Locally-Selected Measure of Student Achievement		
Achievement Measure <i>(1 x 65-74%) + (1.5 x 75-84%) + (2 x 85-100%)</i>	Point Value Equivalent	HEDI
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 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 = 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
Ineffective	
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
Developing	
1.55-2.00	55
2.01 -2.50	56
Effective	
2.51-3.00	57
3.01-3.50	58
Highly Effective	
3.51-3.74	59
3.75-4.00	60

Rubric Performance Levels and Score Scale	
<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: Highly Effective Effective Developing Ineffective

(Circle one)

**APPR Addendum to the collective bargaining agreement between
The Oriskany Administrators Association
And
The Oriskany Central School District**

SECTION I: GENERAL AGREEMENT

Whereas the parties above are obligated to negotiate APPR provisions for principals consistent with Education Law 3012-c and subsequent NYSED regulation, they hereby agree to the following:

1. Application:
 - This provision shall apply only to the title of principal.
 - This provision shall sunset on June 30, 2013 with implementation to begin October, 2012.
 - Should the law (3012-c) of 2012, the corresponding regulations or NYSED guidance regarding 3012-c change from what was in place at the time of this agreement, the agreement shall be renegotiated to be consistent with further changes in law, regulation or NYSED guidance.
 - For evaluations in 2012-13 done under this agreement, no ineffective rating shall be utilized in the expedited 3020-a process outlined in 3012-c.
2. The superintendent shall be the lead evaluator for principals.
3. The 20 or 25 points for student growth measures shall be the state provided score. Where there is no state score generated, the principal shall develop Student Learning Objectives (SLO) for approval by the superintendent for the 20 points comparable measure. It is anticipated that all principals in the Oriskany Administrators Association shall receive a growth score from NYSED for 2012-13 and beyond. Should that not be the case, SLOs shall be developed as soon as practicable after NYSED indicates they will be necessary for any principal covered by this agreement. If SLOs must be written, the superintendent shall meet with the principals and provide the decision on approval within 5 days of submission by the principal.
4. The 15 or 20 points for locally selected measures of student achievement shall be based on an average of the student achievement as indicated in Section II. For all measures, the cohort of students utilized shall only include those continuously enrolled from BEDS Day to June 15 annually. HEDI ratings/scores shall be specifically defined by the chart in Section II.
5. The district shall utilize the Marshall Principal Effectiveness rubric for principal evaluation (attached, Section VII) as the basis for the 60 “Other” points allocated to measures of leadership and management. This shall be according to the attached instrument. The superintendent’s assessment shall be based on a least 2 visits of 30 minutes or more to the school, while in session. One will be as agreed to between the superintendent and principal, one will be unannounced. The first visit should occur no later than December 31. Visits are to be completed no later than April 30. The superintendent shall consider other sources of evidence from the following options: professional portfolio; review of school documents, records, and/or state accountability processes; principal self-assessment on rubrics; and/or other locally-determined sources in utilizing the rubric. These shall be provided to the superintendent by May 31.
6. As per NYSED regulation, the method for assigning subcomponent points will identify how points will be awarded within four performance levels (HEDI) for the “local measures of student achievement” and the “other measures of effectiveness” subcomponents using the following standards.

Level	Achievement Growth Measures	Local assessment of growth or achievement	Other Measures (principal 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 of student learning standards for grade/subject.	Overall performance and results exceed 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 of student learning standards for grade/subject.	Overall performance and results meet 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 of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet 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 of student learning standards for grade/subject.	Overall performance and results do not meet standards.

7. Final evaluations shall be provided to principals on later than September 1 annually. Scores and ratings on Locally Selected Measures of Achievement and the “Other Measures” of Effectiveness shall be provided no later than June 30 annually. If data for the Locally Selected Measures of Achievement is not available by June 30, that score and rating shall be provided within 10 business days of receipt of those achievement results.
8. Improvement plans for principals with developing or ineffective ratings shall be according to the attached format and process. Such plans shall be mutually agreed upon within 10 school days at the beginning of the year annually.
9. An appeal of a principal’s evaluation shall be only for ineffective and developing ratings or any rating tied to compensation. The reasons for appeal shall be those identified in 3012-c. The attached appeal process shall be utilized. An appeal of an evaluation may NOT be initiated prior to the issuance of the final composite score and rating.
10. That the parties agree to enter into negotiations for a successor addendum no later than April 1, 2013.

_____ / _____ _____ / _____
 Association President Date Superintendent Date

SECTION II: LOCAL MEASURES OF STUDENT ACHIEVEMENT (15 OR 20 POINTS)

ORISKANY CENTRAL SCHOOL DISTRICT - LOCAL ACHIEVEMENT MEASURES FOR PRINCIPALS

20% of the composite effectiveness score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model). For principals, the Student Achievement Measure will be an average of all Achievement Measures calculated for teachers within the respective buildings. Where teachers are shared between buildings, only those scores resulting from assessments performed by students within the principal's designated building will be included in the principal's Student Achievement Measure. For all measures, the cohort of students utilized shall only include those continuously enrolled from BEDS Day to June 15 annually.

20% Locally-Selected Measure of Student Achievement			15% Locally-Selected Measure of Student Achievement		
Achievement Measure (1 x 65-74%) + (1.5 x 75-84%) + (2 x 85-100%)	Point Value Equivalent	HEDI	Achievement Measure (1 x 65-74%) + (1.5 x 75-84%) + (2 x 85-100%)	Point Value Equivalent	HEDI
185 - 200	20	Highly Effective	175-200	15	Highly Effective
170 - 184	19		150-174	14	
150 - 169	18		130-149	13	
130 - 149	17	Effective	110-129	12	Effective
110 - 129	16		90-109	11	
95 - 109	15		71-89	10	
80 - 94	14		55-70	9	
70 - 79	13		40-54	8	
60 - 69	12		30-39	7	
50 - 59	11		25-29	6	
45 - 49	10	Developing	20-24	5	Developing
40 - 44	9		15-19	4	
35 - 39	8		10-14	3	
30 - 34	7		5-9	2	
25 - 29	6		1-4	1	
20 - 24	5	Ineffective	0	0	Ineffective
15 - 19	4				
10 - 14	3				
5 - 9	2				
1 - 4	1				
0	0				

** 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 on the locally developed instrument used for the achievement measure.*

FINAL RATING/SCORE: _____ / _____

Superintendent Signature/Date

Principal Signature/Date

SECTION III: "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.

Name of Principal _____

School Year _____

Rubric Score (Average)	Subcomponent Points
Ineffective	
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
Developing	
1.55-2.00	55
2.01 -2.50	56
Effective	
2.51-3.00	57
3.01-3.50	58
Highly Effective	
3.51-3.74	59
3.75-4.00	60

Rubric Performance Levels and Score Scale	
<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: Highly Effective Effective Developing Ineffective

(Circle one)

SECTION IV: OVERALL EVALUATION SUMMARY

Oriskany Central School District

Principal Annual Professional Performance Review Summary

Principal's Name _____

Position/Site _____

School Year _____

Evaluator's Name _____

Evaluator's visit dates _____

Date of Evaluation _____

Evaluation Component	Points Range (check one in each of 1 st 2 boxes)	Points Earned	HEDI RATING	Comments
State (or comparable) student achievement growth score	___ 0 – 20 or ___ 0 – 25			
Locally selected measures of student achievement Score	___ 0 – 20 or ___ 0 – 15			
Other Measures of Performance: Supervisor's Assessment of Leadership and Management: Marshall Principal Effectiveness Rubric	(0 – 60)			
OVERALL TOTAL POINTS	0-100			

HEDI Composite Scale (2011-12, 2012-13)	
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

APPR Overall Rating (HEDI): _____

Supervisor's Signature and date _____

Principal's Signature and date _____

SECTION V: IMPROVEMENT PLAN

Oriskany Central School District

Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. If a principal's performance is evaluated as "ineffective" or "developing", the supervisor shall be required to develop a Principal Improvement Plan (PIP). The PIP shall be developed in consultation with the principal and Union representation shall be afforded at the principal's request. The principal shall be advised of his/her right to such representation. The Union President shall be timely informed whenever a principal is placed on a PIP and, with the agreement of the principal, shall be provided with a copy of the PIP. Under this process, the superintendent or designee must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources and support, including professional development and, potentially, a mentor to achieve goals.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Oriskany Central School District

Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the

provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

SECTION VI: APPEAL PROCESS

**Oriskany Central School District
Principal APPR Appeal Process**

CHALLENGES IN AN APPEAL:

Appeals are limited to those identified by Education Law §3012-c, as follows:

- (1) The substance of the annual professional performance review *in the event Gregory K. Kelaban, Lead evaluator, is no longer employed with the Oriskany Central School District, and/or is no longer lead evaluator;*
- (2) The school district's adherence to the standards and methodologies required for such reviews;
- (3) The adherence to the Commissioner's regulations, as applicable to such reviews;
- (4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (5) The school district's issuance and/or implementation of the terms of the principal improvement plan.

RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

BURDEN OF PROOF

The burden shall be on the appellant.

TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing.

An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the 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. An extension of the time in which to appeal may be granted by the Superintendent upon written request.

When filing an appeal, the principal must submit a 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. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

TIME FRAME FOR DISTRICT RESPONSE

Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

DECISION PROCESS FOR APPEAL

Within five (5) business days of the district's response, a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals.

The parties agree that:

- a. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.
- b. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;
- d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;
- e. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

DECISION

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision.

The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review 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.

OTHER

1. The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers.
2. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name.
3. The cost of a hearing officer shall be the responsibility of the Oriskany Administrator's Association.
4. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file an notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
5. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

SECTION VII:

ADDITIONAL ATTACHMENTS

List of Oriskany Central School District NYSED student achievement assessments for evaluation.

Marshall Principal Effectiveness Rubric.

(available from the following NYSED web site):

<http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/MultidimensionalPrincipalPerformanceRubric.pdf>

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

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

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

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

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

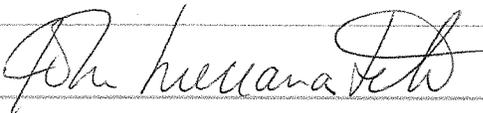
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

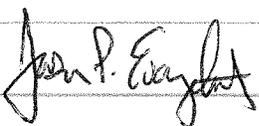
Superintendent Signature: Date:

 12/21/12

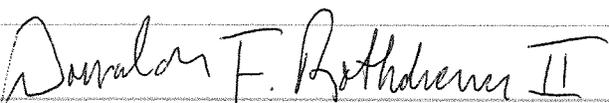
Teachers Union President Signature: Date:

 12/21/12

Administrative Union President Signature: Date:

 12/21/12

Board of Education President Signature: Date:

 12/21/12