



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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January 3, 2013

Nicholas Savin, Superintendent
Otsego-Delaware-Schoharie-Greene BOCES
2020 Jump Brook Road
Grand Gorge, NY 12434

Dear Superintendent Savin:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

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 16, 2012

Updated Friday, November 02, 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 : 199000000000

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

199000000000

1.2) School District Name: OTSEGO-DELAW-SCHOHARIE-GREENE BOCES

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

OTSEGO-DELAW-SCHOHARIE-GREENE BOCES

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.

Annual (2012-13)

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

Created Wednesday, May 30, 2012

Updated Thursday, January 03, 2013

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	Not applicable	N/A
1	Not applicable	N/A
2	Not applicable	N/A

	ELA	Assessment
3	Not applicable	Not applicable

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 this subcomponent. If needed, you may upload a table or graphic at 2.11, 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

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	Not applicable	N/A
1	Not applicable	N/A
2	Not applicable	N/A

	Math	Assessment
3	Not applicable	Not applicable

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.	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

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	ONC BOCES Developed Grade 6 Science Assessment

7	District, regional or BOCES-developed assessment	ONC BOCES Developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	ONCBOCES is using the following percentage points to define Highly Effective 90-100%; Effective 70-89%; Developing 50-69%; Ineffective Fewer than 50%. Each course will meet the same criteria; however the individual course targets can differ. In collaboration with the building principal, the teachers will establish the target. Scores will be based on percentages of students meeting the target growth level, which will be specific to each grade and course according to prior historical and baseline data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90 - 100% of the students will meet or exceed the SLO target. The work of the teacher results in exceptional student academic growth beyond expectations during the school year.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-89% of the students will meet or exceed the SLO target. The work of the teacher results in acceptable, measureable, and appropriate student academic growth.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69% of the students will meet or exceed the SLO target. The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Fewer than 50% of the students will meet or exceed the SLO targets. The work of the teacher does not result in acceptable student academic growth.

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	ONC BOCES Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	ONC BOCES Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	ONC BOCES Developed Grade 8 Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	ONCBOCES is using the following percentage points to define Highly Effective 90-100%; Effective 70-89%; Developing 50-69%; Ineffective Fewer than 50%. Each course will meet the same criteria; however the individual course targets can differ. In collaboration with the building principal, the teachers will establish the target. Scores will be based on percentages of students meeting the target growth level, which will be specific to each grade and course according to prior historical and baseline data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of the students will meet or exceed the SLO target. The work of the teacher results in exceptional student academic growth beyond expectations during the school year.
Effective (9 - 17 points) Results meet District goals for similar students.	70-89% of the students will meet or exceed the SLO target. The work of the teacher results in acceptable, measureable, and appropriate student academic growth.
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of the students will meet or exceed the SLO target. The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Fewer than 50% of the students will meet or exceed the SLO targets. The work of the teacher does not result in acceptable student academic growth.

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	ONC BOCES Developed Global 1 Grade Specific 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.	ONCBOCES is using the following percentage points to define Highly Effective 90-100%; Effective 70-89%; Developing 50-69%; Ineffective Fewer than 50%. Each course will meet the same criteria; however the individual course targets can differ. In collaboration with the building principal, the teachers will establish the target. Scores will be based on percentages of students meeting the target growth level, which will be specific to each grade and course according to prior historical and baseline data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of the students will meet or exceed the SLO target. The work of the teacher results in exceptional student academic growth beyond expectations during the school year.
Effective (9 - 17 points) Results meet District goals for similar students.	70-89% of the students will meet or exceed the SLO target. The work of the teacher results in acceptable, measureable, and appropriate student academic growth.
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of the students will meet or exceed the SLO target. The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Fewer than 50% of the students will meet or exceed the SLO targets. The work of the teacher does not result in acceptable student academic growth.

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.	ONCBOCES is using the following percentage points to define Highly Effective 90-100%; Effective 70-89%; Developing 50-69%; Ineffective Fewer than 50%. Each course will meet the same criteria; however the individual course targets can differ. In collaboration with the building principal, the teachers will establish the target. Scores will be based on percentages of students meeting the target growth level, which will be specific to each
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	grade and course according to prior historical and baseline data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of the students will meet or exceed the SLO target. The work of the teacher results in exceptional student academic growth beyond expectations during the school year.
Effective (9 - 17 points) Results meet District goals for similar students.	70-89% of the students will meet or exceed the SLO target. The work of the teacher results in acceptable, measureable, and appropriate student academic growth.
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of the students will meet or exceed the SLO target. The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Fewer than 50% of the students will meet or exceed the SLO targets. The work of the teacher does not result in acceptable student academic growth.

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.	ONCBOCES is using the following percentage points to define Highly Effective 90-100%; Effective 70-89%; Developing 50-69%; Ineffective Fewer than 50%. Each course will meet the same criteria; however the individual course targets can differ. In collaboration with the building principal, the teachers will establish the target. Scores will be based on percentages of students meeting the target growth level, which will be specific to each grade and course according to prior historical and baseline data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of the students will meet or exceed the SLO target. The work of the teacher results in exceptional student academic growth beyond expectations during the school year.
Effective (9 - 17 points) Results meet District goals for similar students.	70-89% of the students will meet or exceed the SLO target. The work of the teacher results in acceptable,

measurable, and appropriate student academic growth.

Developing (3 - 8 points) Results are below District goals for similar students.

50-69% of the students will meet or exceed the SLO target. The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Fewer than 50% of the students will meet or exceed the SLO targets. The work of the teacher does not result in acceptable student academic growth.

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	ONC BOCES Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	ONC BOCES Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Comprehensive English Regents

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

ONCBOCES is using the following percentage points to define Highly Effective 90-100%; Effective 70-89%; Developing 50-69%; Ineffective Fewer than 50%. Each course will meet the same criteria; however the individual course targets can differ. In collaboration with the building principal, the teachers will establish the target. Scores will be based on percentages of students meeting the target growth level, which will be specific to each grade and course according to prior historical and baseline data.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

90 - 100% of the students will meet or exceed the SLO target. The work of the teacher results in exceptional student academic growth beyond expectations during the school year.

Effective (9 - 17 points) Results meet District goals for similar students.

70-89% of the students will meet or exceed the SLO target. The work of the teacher results in acceptable, measurable, and appropriate student academic growth.

Developing (3 - 8 points) Results are below District goals for similar students.

50-69% of the students will meet or exceed the SLO target. The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Fewer than 50% of the students will meet or exceed the SLO targets. The work of the teacher does not result in acceptable student academic growth.

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
Integrated Algebra 1A	District, Regional or BOCES-developed	ONC BOCES Developed Grade Specific Assessment for Algebra 1A
Integrated Algebra 1B	District, Regional or BOCES-developed	ONC BOCES Developed Grade Specific Assessment for Algebra 1B
Applied Math	District, Regional or BOCES-developed	ONC BOCES Developed Grade Specific Assessment for Applied Math
Participation in Government	District, Regional or BOCES-developed	ONC BOCES Developed Grade Specific Assessment for Participation in Government
Economics	District, Regional or BOCES-developed	ONC BOCES Developed Grade Specific Assessment for Economics
English 12	District, Regional or BOCES-developed	ONC BOCES Developed Grade Specific Assessment for English 12
Career Pathways (1-4)	District, Regional or BOCES-developed	ONC BOCES Developed Grade Specific Assessment for Career Pathways (1-4)
Environmental Science	District, Regional or BOCES-developed	ONC BOCES Developed Grade Specific Assessment for Environmental Science
Business Math	District, Regional or BOCES-developed	ONC BOCES Developed Grade Specific Assessment for Business Math
General Science	District, Regional or BOCES-developed	ONC BOCES Developed Grade Specific Assessment for General Science
New Vision Pre-Engineering	District, Regional or BOCES-developed	ONC BOCES Developed Grade Specific Assessment for New Visions Pre-Engineering
New Visions Health Professions	District, Regional or BOCES-developed	ONC BOCES Developed Grade Specific Assessment for New Visions Health Professions
CTE Building Trades 1	District, Regional or BOCES-developed	ONC BOCES Regionally Developed Grade Specific Assessment for CTE Building Trades 1
CTE Building Trades 2	District, Regional or BOCES-developed	ONC BOCES Regionally Developed Grade Specific Assessment for CTE Building Trades 2
CTE Automotive Technology 1	District, Regional or BOCES-developed	ONC BOCES Regionally Developed Grade Specific Assessment for CTE Automotive Technology 1
CTE Automotive Technology 2	District, Regional or BOCES-developed	ONC BOCES Regionally Developed Grade Specific Assessment for CTE Automotive Technology 2
CTE Cosmetology 1	District, Regional or BOCES-developed	ONC BOCES Regionally Developed Grade Specific Assessment for CTE Cosmetology 1
CTE Cosmetology 2	District, Regional or BOCES-developed	ONC BOCES Regionally Developed Grade Specific Assessment for CTE Cosmetology 1
CTE Equipment Operation and Repair 1	District, Regional or BOCES-developed	ONC BOCES Regionally Developed Grade Specific Assessment for CTE Equipment Operation and Repair 1

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.

ONCBOCES is using the following percentage points to define Highly Effective 90-100%; Effective 70-89%; Developing 50-69%; Ineffective Fewer than 50%. Each course will meet the same criteria; however the individual course targets can differ. In collaboration with the building principal, the teachers will establish the target. Scores will be based on percentages of students meeting the target growth level, which will be specific to each grade and course according to prior historical and baseline data.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

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Effective (9 - 17 points) Results meet District goals for similar students.

70-89% of the students will meet or exceed the SLO target. The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher.

Developing (3 - 8 points) Results are below District goals for similar students.

50-69% of the students will meet or exceed the SLO target. The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Fewer than 50% of the students will meet or exceed the SLO targets. The work of the teacher does not result in acceptable student academic growth.

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

[assets/survey-uploads/5364/136292-avH4IQNZMh/2.10 all other courses_2.doc](#)

2.11) HEDI Tables or Graphics

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

[assets/survey-uploads/5364/136292-TXEttx9bQW/hedi scoring band state_3.docx](#)

2.12) Locally Developed Controls

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

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

N/A

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 Wednesday, May 30, 2012

Updated Thursday, January 03, 2013

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	3) Teacher specific achievement or growth score computed locally	NYSED State Assessment Grade 4 ELA
5	3) Teacher specific achievement or growth score computed locally	NYSED State Assessment Grade 5 ELA
6	3) Teacher specific achievement or growth score computed locally	NYSED State Assessment Grade 6 ELA

7	3) Teacher specific achievement or growth score computed locally	NYSED State Assessment Grade 7 ELA
8	3) Teacher specific achievement or growth score computed locally	NYSED State Assessment Grade 8 ELA

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.	ONCBOCES is using the following percentage points to define Highly Effective 90-100%; Effective 70-89%; Developing 50-69%; Ineffective Fewer than 50%. Each course will meet the same criteria; however the individual course targets can differ. When using the same state assessment for the local measure, all targets will be different than the state target and based on achievement, not growth. In collaboration with the building principal, the teachers will establish the target. Scores will be based on percentages of students meeting the target achievement level, which will be specific to each grade and course according to prior historical and baseline data.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90 - 100% of the students will meet or exceed the achievement target. The work of the teacher results in exceptional student academic achievement beyond expectations during the school year.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-89% of the students will meet or exceed the achievement target. The work of the teacher results in acceptable, measureable, and appropriate student academic achievement.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of the students will meet or exceed the achievement target. The work of the teacher results in student academic that does not meet the established standard and/or is not achieved with all populations taught by the teacher.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 50% of the students will meet or exceed the achievement targets. The work of the teacher does not result in acceptable student academic achievement.

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	3) Teacher specific achievement or growth score computed locally	NYSED State Assessment Grade 4 Math
5	3) Teacher specific achievement or growth score computed locally	NYSED State Assessment Grade 5 Math

6	3) Teacher specific achievement or growth score computed locally	NYSED State Assessment Grade 6 Math
7	3) Teacher specific achievement or growth score computed locally	NYSED State Assessment Grade 7 Math
8	3) Teacher specific achievement or growth score computed locally	NYSED State Assessment Grade 8 Math

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.	ONCBOCES is using the following percentage points to define Highly Effective 90-100%; Effective 70-89%; Developing 50-69%; Ineffective Fewer than 50%. Each course will meet the same criteria; however the individual course targets can differ. When using the same state assessment for the local measure, all targets will be different than the state target and based on achievement, not growth. In collaboration with the building principal, the teachers will establish the target. Scores will be based on percentages of students meeting the target achievement level, which will be specific to each grade and course according to prior historical and baseline data.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90 - 100% of the students will meet or exceed the achievement target. The work of the teacher results in exceptional student academic achievement beyond expectations during the school year.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-89% of the students will meet or exceed the achievement target. The work of the teacher results in acceptable, measureable, and appropriate student academic achievement.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of the students will meet or exceed the achievement target. The work of the teacher results in student academic achievement that does not meet the established standard and/or is not achieved with all populations taught by the teacher.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 50% of the students will meet or exceed the achievement targets. The work of the teacher does not result in acceptable student academic achievement.

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/5139/136456-rhJdBgDruP/HEDI Scoring Bands Local Teacher_1.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	Not applicable	N/A
1	Not applicable	N/A
2	Not applicable	N/A
3	Not applicable	N/A

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.	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

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	Not applicable	N/A
1	Not applicable	N/A
2	Not applicable	N/A
3	Not applicable	N/A

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.	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

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	ONC BOCES Developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	ONC BOCES Developed Grade 7 Science Assessment
8	3) Teacher specific achievement or growth score computed locally	NYSED 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.	ONCBOCES is using the following percentage points to define Highly Effective 90-100%; Effective 70-89%; Developing 50-69%; Ineffective Fewer than 50%. Each course will meet the same criteria; however the individual course targets can differ. When using the same state assessment for the local measure, all targets will be different than the state target and based on achievement, not growth. In collaboration with the building principal, the teachers will establish the target. Scores will be based on percentages of students meeting the target achievement level, which will be specific to each grade and course.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90 - 100% of the students will meet or exceed the achievement target. The work of the teacher results in exceptional student academic achievement beyond expectations during the school year.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-89% of the students will meet or exceed the achievement target. The work of the teacher results in acceptable, measureable, and appropriate student academic achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of the students will meet or exceed the achievement target. The work of the teacher results in student academic achievement that does not meet the established standard and/or is not achieved with all populations taught by the teacher.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 50% of the students will meet or exceed the achievement targets. The work of the teacher does not result in acceptable student academic achievement.

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	ONC BOCES Developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	ONC BOCES Developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	ONC BOCES Developed Grade 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	ONCBOCES is using the following percentage points to define Highly Effective 90-100%; Effective 70-89%; Developing 50-69%; Ineffective Fewer than 50%. Each course will meet the same criteria; however the individual course targets can differ. When using the same state assessment for the local measure, all targets will be different than the state target and based on achievement, not growth. In collaboration with the building principal, the teachers will establish the target. Scores will be based on percentages of students meeting the target achievement level, which will be specific to each grade and course.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90 - 100% of the students will meet or exceed the achievement target. The work of the teacher results in exceptional student academic achievement beyond expectations during the school year.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement	70-89% of the students will meet or exceed the achievement target. The work of the teacher results in

for grade/subject.	acceptable, measureable, and appropriate student academic achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of the students will meet or exceed the achievement target. The work of the teacher results in student academic achievement that does not meet the established standard and/or is not achieved with all populations taught by the teacher.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 50% of the students will meet or exceed the achievement targets. The work of the teacher does not result in acceptable student academic achievement.

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	ONC BOCES Developed Global 1 Grade Specific Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYSED Global 2 Regents
American History	3) Teacher specific achievement or growth score computed locally	NYSED American History Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	ONCBOCES is using the following percentage points to define Highly Effective 90-100%; Effective 70-89%; Developing 50-69%; Ineffective Fewer than 50%. Each course will meet the same criteria; however the individual course targets can differ. When using the same state assessment for the local measure, all targets will be different than the state target and based on achievement, not growth. In collaboration with the building principal, the teachers will establish the target. Scores will be based on percentages of students meeting the target achievement level, which will be specific to each grade and course.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90 - 100% of the students will meet or exceed the achievement target. The work of the teacher results in exceptional student academic achievement beyond expectations during the school year.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-89% of the students will meet or exceed the achievement target. The work of the teacher results in acceptable, measureable, and appropriate student academic achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of the students will meet or exceed the achievement target. The work of the teacher results in student academic achievement that does not meet the established standard and/or is not achieved with all populations taught by the teacher.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 50% of the students will meet or exceed the achievement targets. The work of the teacher does not result in acceptable student academic achievement.

3.9) High School Science

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	ONCBOCES is using the following percentage points to define Highly Effective 90-100%; Effective 70-89%; Developing 50-69%; Ineffective Fewer than 50%. Each course will meet the same criteria; however the individual course targets can differ. When using the same state assessment for the local measure, all targets will be different than the state target and based on achievement, not growth. In collaboration with the building principal, the teachers will establish the target. Scores will be based on percentages of students meeting the target achievement level, which will be specific to each grade and course.
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90 - 100% of the students will meet or exceed the achievement target. The work of the teacher results in exceptional student academic achievement beyond expectations during the school year.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-89% of the students will meet or exceed the achievement target. The work of the teacher results in student academic achievement that does not meet the established standard and/or is not achieved with all populations taught by the teacher.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-89% of the students will meet or exceed the achievement target. The work of the teacher results in acceptable, measureable, and appropriate student academic achievement.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 50% of the students will meet or exceed the achievement targets. The work of the teacher does not result in acceptable student academic achievement.

3.10) High School Math

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	ONCBOCES is using the following percentage points to define Highly Effective 90-100%; Effective 70-89%; Developing 50-69%; Ineffective Fewer than 50%. Each course will meet the same criteria; however the individual course targets can differ. When using the same state assessment for the local measure, all targets will be different than the state target and based on achievement, not growth. In collaboration with the building principal, the teachers will establish the target. Scores will be based on percentages of students meeting the target achievement level, which will be specific to each grade and course.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90 - 100% of the students will meet or exceed the achievement target. The work of the teacher results in exceptional student academic achievement beyond expectations during the school year.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-89% of the students will meet or exceed the achievement target. The work of the teacher results in acceptable, measureable, and appropriate student academic achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of the students will meet or exceed the achievement target. The work of the teacher results in student academic achievement. that does not meet the established standard and/or is not achieved with all populations taught by the teacher.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 50% of the students will meet or exceed the achievement targets. The work of the teacher does not result in acceptable student academic achievement.

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	ONC BOCES Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	ONC BOCES Developed Grade 10 ELA Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYSED Grade 11 ELA Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	ONCBOCES is using the following percentage points to define Highly Effective 90-100%; Effective 70-89%; Developing 50-69%; Ineffective Fewer than 50%. Each course will meet the same criteria; however the individual course targets can differ. When using the same state assessment for the local measure, all targets will be different than the state target and based on achievement, not growth. In collaboration with the building principal, the teachers will establish the target. Scores will be based on percentages of students meeting the target achievement
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	level, which will be specific to each grade and course.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90 - 100% of the students will meet or exceed the achievement target. The work of the teacher results in exceptional student academic achievement. beyond expectations during the school year.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-89% of the students will meet or exceed the achievement target. The work of the teacher results in acceptable, measureable, and appropriate student academic achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of the students will meet or exceed the achievement target. The work of the teacher results in student academic achievement that does not meet the established standard and/or is not achieved with all populations taught by the teacher.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 50% of the students will meet or exceed the achievement targets. The work of the teacher does not result in acceptable student academic achievement.

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
Integrated Algebra 1A	5) District/regional/BOCES–developed	ONC BOCES Developed Grade Specific Assessment for Algebra 1A
Integrated Algebra 1B	5) District/regional/BOCES–developed	ONC BOCES Developed Grade Specific Assessments for Integrated Algebra 1B
Applied Math	5) District/regional/BOCES–developed	ONC BOCES Developed Grade Specific Assessment for Applied Math Grade Specific
Participation in Government	5) District/regional/BOCES–developed	ONC BOCES Developed Grade Specific Assessment for Participation in Government Grade Specific
Economics	5) District/regional/BOCES–developed	ONC BOCES Developed Grade Specific Assessment for Economics
English 12	5) District/regional/BOCES–developed	ONC BOCES Developed Grade Specific Assessment for English 12
Career Pathways (1-4)	5) District/regional/BOCES–developed	ONC BOCES Developed Grade Specific Assessment for Career Pathways (1-4)
Environmental Science	5) District/regional/BOCES–developed	ONC BOCES Developed Grade Specific Assessment for Environmental Science
Business Math	5) District/regional/BOCES–developed	ONC BOCES Developed Grade Specific Assessment for Business Math

General Science	5) District/regional/BOCES–developed	ONC BOCES Developed Grade Specific Assessment for General Science
New Visions Pre-Engineering	5) District/regional/BOCES–developed	ONC BOCES Developed Grade Specific Assessment for New Visions Pre-Engineering
New Visions Health Professions	5) District/regional/BOCES–developed	ONC BOCES Developed Grade Specific Assessment for New Visions Health Professions
CTE Building Trades 1	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Building Trades 1
CTE Building Trades 2	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Building Trades 2
CTE Automotive Technology 1	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Automotive Technology 1
CTE Automotive Technology 2	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Automotive Technology 2
CTE Cosmetology 1	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Cosmetology 1
CTE Cosmetology 2	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Cosmetology 2
CTE Equipment Operation and Repair 1	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Equipment Operation and Repair 1
CTE Equipment Operation Repair 2	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Equipment Operation Repair 2

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	ONCBOCES is using the following percentage points to define Highly Effective 90-100%; Effective 70-89%; Developing 50-69%; Ineffective Fewer than 50%. Each course will meet the same criteria; however the individual course targets can differ. When using the same state assessment for the local measure, all targets will be different than the state target and based on achievement, not growth. In collaboration with the building principal, the teachers will establish the target. Scores will be based on percentages of students meeting the target achievement
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	level, which will be specific to each grade and course.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	90 - 100% of the students will meet or exceed the achievement target. The work of the teacher results in exceptional student academic achievement beyond expectations during the school year.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-89% of the students will meet or exceed the achievement target. The work of the teacher results in acceptable, measureable, and appropriate student academic achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of the students will meet or exceed the achievement target. The work of the teacher results in student academic achievement that does not meet the established standard and/or is not achieved with all populations taught by the teacher.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 50% of the students will meet or exceed the achievement targets. The work of the teacher does not result in acceptable student academic achievement.

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

[assets/survey-uploads/5139/136456-Rp0Ol6pk1T/2415374-Form 3_12_All Other Courses_1_3.doc](#)

3.13) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/136456-y92vNseFa4/HEDI Scoring Bands Local Teacher.docx](#)

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.

N/A

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.

District/Evaluator will assess the results of each locally selected measure arriving at a HEDI rating and point value either between 0-15 or 0-20. Each locally selected measure must then be weighted proportionately based on the number of students included in all locally selected measures. This will provide for one overall component score between 0-15 or 0-20 points.

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 24, 2012

Updated Wednesday, January 02, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
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	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

*The process for assigning points and determining HEDI ratings is as follows:
ONC BOCES will use the NYSUT Teacher Evaluation and Development Workbook, Pages 30 and 31 to determine the HEDI rating. (see attached).*

All Standards of the rubric will be assessed, but not necessarily each indicator.

Step 1 - On pages 30-31 a score of 1-4 will be given to reflect the value of the teacher's performance on each assessed indicator under each Standard.

Step 2 - Under each Standard total all the indicator scores assessed

Step 3 - Divide Step 2 number by the number of indicators assessed for a total of each Standard score
 Step 4 - Transfer each standard score to the boxes on page 31 and subtotal, divide by 7 for a total score of professional practice.
 Step 5 - Use the conversion chart to convert the total score to the HEDI score (please see below)

All numbers will be rounded to the nearest whole number. However, 58.6 and 58.8 will be rounded down to a 58.0. In no instance will rounding rules result in a teacher scoring out of their assigned HEDI rating.

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

[assets/survey-uploads/5091/132966-eka9yMJ855/teacher 60% page 30 31 scoring methodology.pdf](#)

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.	Highly Effective 59-60 3.5 = 59 3.6 = 59.3 3.7 = 59.5 3.8 = 59.8 3.9 = 60 4.0 = 60
Effective: Overall performance and results meet NYS Teaching Standards.	Effective 57-58 2.5 = 57 2.6 = 57.2 2.7 = 57.4 2.8 = 57.6 2.9 = 57.8 3 = 58 3.1 = 58.2 3.2 = 58.4 3.3 = 58.6 3.4 = 58.8
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Developing 50-56 1.5 = 50 1.6 = 50.7 1.7 = 51.4 1.8 = 52.1 1.9 = 52.8 2 = 53.5 2.1 = 54.2 2.2 = 54.9 2.3 = 55.6 2.4 = 56.3
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Ineffective 0-49 1.000 = 0 1.008 = 1 1.017 = 2 1.025 = 3 1.033 = 4 1.042 = 5 1.050 = 6 1.058 = 7

1.067 = 8
 1.075 = 9
 1.083 = 10
 1.092 = 11
 1.100 = 12
 1.108 = 13
 1.115 = 14
 1.123 = 15
 1.131 = 16
 1.138 = 17
 1.146 = 18
 1.154 = 19
 1.162 = 20
 1.169 = 21
 1.177 = 22
 1.185 = 23
 1.192 = 24
 1.200 = 25
 1.208 = 26
 1.217 = 27
 1.225 = 28
 1.233 = 29
 1.242 = 30
 1.250 = 31
 1.258 = 32
 1.267 = 33
 1.275 = 34
 1.283 = 35
 1.292 = 36
 1.300 = 37
 1.308 = 38
 1.317 = 39
 1.325 = 40
 1.333 = 41
 1.341 = 42
 1.350 = 43
 1.358 = 44
 1.367 = 45
 1.375 = 46
 1.383 = 47
 1.392 = 48
 1.400 = 49

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter 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 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 Wednesday, May 30, 2012

Updated Friday, November 02, 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 Thursday, May 24, 2012

Updated Wednesday, January 02, 2013

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/5265/132854-Df0w3Xx5v6/TIP.docx>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals of an APPR shall be limited to only those teachers that receive a rating of ineffective or developing.

What may be challenged in an appeal: The scope of appeals under Education law 3012-c shall be limited to the following subjects:

1. The substance of the annual professional performance review;

2. The school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;

3. *The adherence to the Commissioner's Regulations, as applicable to such review;*

Procedural Violation Review

Procedural violations include violations of any locally negotiated procedures applicable to annual professional performance reviews or improvement plans and the districts issuance and/or implementation of the teacher improvement plan under Education Law 3012-c.

1. *An appeal of an alleged procedural violation shall be brought in a meeting with the evaluator or lead evaluator within seven (7) school days of such alleged procedural violation.*

2. *If the teacher is not satisfied with the response of the evaluator or lead evaluator, the teacher may bring the procedural violation concern in writing to the Inquiry Team within seven (7) school days of the date of the meeting with the evaluator or lead evaluator. The Inquiry Team will meet with the teacher within seven (7) school days after receiving the letter outlining the alleged procedural violation and shall issue a written response within seven (7) school days after the meeting with the teacher.*

3. *If the teacher is not satisfied with the response of the Inquiry Team, the teacher may bring the procedural review to the Superintendent in writing within seven (7) school days of the Inquiry Team decision.*

4. *The Superintendent or designee shall provide a written response to the teacher within seven (7) school days of the receipt of the procedural review. If the teacher is not satisfied with the written response of the Superintendent, the teacher may appeal to the Board of Education by submitting the appeal in writing to the Clerk of the Board within five (5) school days of receipt of the Superintendent's decision.*

5. *Once the appeal is received by the Clerk of the Board of Education, Stage 3 – Board of Education grievance procedures as outlined in the Teachers' Collective Bargaining Agreement will commence. This will include Stage 4 – Binding Arbitration if necessary. Please refer to teacher contract excerpt below:*

Stage 3 – Board of Education

(a) *If the teacher and the Association are not satisfied with the decision at Stage 2, the Grievance Committee will file an appeal in writing with the Board of Education within fifteen (15) school days after receiving the decision at Stage 2. The official Grievance Record maintained by the Superintendent shall be available for the use of the Board of Education.*

(b) *At the next regularly scheduled Board meeting following the receipt of an appeal, the Board of Education shall hold a hearing on the grievance. The hearing shall be conducted in Executive Session.*

(c) *Within ten (10) school days after the conclusion of the hearing, the Board of Education shall render a final decision, in writing, on the grievance.*

Stage 4 – Arbitration

(a) *After such hearing, if the teacher and/or Association are not satisfied with the decision at Stage 3, and the Association determines that the grievance is meritorious, it may submit the grievance to arbitration by written notice to the Board of Education within fifteen (15) school days of the decision at Stage 3.*

(b) *Within five (5) school days after such written notice of submission to arbitration, the Board of Education and the Association will request a list of Arbitrators within a two hundred (200) mile radius from the American Arbitration Association. The parties will then be bound by the rules and procedures of the American Arbitration Association in the selection of an Arbitrator.*

(c) *The selected Arbitrator will hear the grievance promptly and will issue the decision not later than fourteen (14) calendar days from the date of the close of the hearing, or if oral hearings have been waived, then from the date the final statements and proofs are submitted. The Arbitrator's decision will be in writing and will set forth findings of fact, reasoning and conclusions on the issues.*

(d) *The Arbitrator shall have no power or authority to make any decision, which requires the commission of an act prohibited by law or which is violative of the terms of this Agreement.*

(e) *The decision of the Arbitrator shall be final and binding upon all parties.*

(f) *The costs for the services of the Arbitrator will be borne equally by the Board of Education and the Association.*

6. *The failure to file a procedural violation review within these timeframes shall be deemed a waiver of the right to a procedural violation appeal and the appeal shall be deemed abandoned.*

Prohibition against more than one appeal: A teacher may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeals must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed null and void.

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

Timeframe for filing substantive appeal: All substantive appeals must be submitted in writing no later than fourteen (14) calendar days of the date when the teacher or principal receives his/her annual professional performance review. If a teacher or principal is challenging the issuance of an improvement plan, appeals must be filed within fourteen (14) calendar days of the issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

Substantive appeal process: When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. After receiving a teacher or principal appeal, the superintendent or designee will convene a hearing within twenty one (21) calendar days of the receipt of the appeal.

The presence of the appellant and the evaluator(s) are requested on the day of the hearing. If the person making the appeal chooses not to be present, the appeal moves directly to the decision of the superintendent.

Decision-maker on appeal: A decision shall be rendered by the superintendent of schools or the superintendent's designee within (7) calendar days except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the board of education shall appoint another person to decide the appeal at their next regularly scheduled Board of Education meeting.

Decision: A written decision based on the merits of the appeal shall be rendered by the superintendent or his/her designee no later than fourteen (14) days after the conclusion of the hearing.

The appeal shall be based on the written record, submitted to the superintendent, comprised of the teacher or principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. Such decision by the superintendent shall be final and binding and shall not be subject to further appeal under the collective bargaining agreement or in any administrative or judicial forum.

Nothing in this APPR Plan shall abrogate the rights of ONC BOCES, its Board of Education and Superintendent of Schools to discontinue the employment of a probationary teacher in accordance with Education Law §§3012 and 3031 or the collective bargaining agreement, as applicable, or restrict or limit the discretion of the Superintendent of Schools or Board of Education in making a determination on the status of a probationary teacher, and/or to deny tenure for statutorily and constitutionally permissible reasons other than the teacher's performance that is the subject of the appeal in compliance with Education Law 3012-C.

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

Agreement to evaluate and/or renegotiate appeals process: The parties agree to discuss and evaluate the appeals process beginning in June 2013. Should the Teachers' Association or District wish to renegotiate the appeals process, either party will provide a letter to the other to begin negotiations and establish a meeting schedule.

All steps and the resolution of the appeal will occur in a timely and expeditious manner in compliance with education law 3012-C.

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.

Otsego Northern Catskills BOCES ensures that lead evaluators will be certified according to Section 30-2.9 of the Rules of the Board of Regents that in order to be certified as lead evaluators, administrators must be trained in the following nine elements:

- 1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions;*
- 2. Evidence-based observation techniques grounded in research;*
- 3. Application and use of the student growth percentile model and the value-added growth model;*
- 4. Application and use of approved teacher or principal practice 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's 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. 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*
- 9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.*

TRAINING:

ONC BOCES' Network Team attended all NTI trainings that NYSED has offered in Albany. The ONC BOCES' Network Team has turnkeyed all trainings to evaluators.

The ONC BOCES Board of Education will certify all lead evaluators based on their completion of training the nine points in 30-2.9.

Evaluators at ONC BOCES have been trained by the Network Team on 30-2.9 and evidence-based observations and inter-rater reliability. ONC BOCES has also had TLS (Albert Duffy) give a multi-day training on inter-rater reliability at our location and attendees were calibrated.

Evaluators at ONC BOCES have also attended multi-day trainings on the MPPR rubric by MPPR rubric personnel.

ONC BOCES will continue to provide training on evidence-based observation during trainings throughout the year and continue to train new administrators and staff on inter-rater reliability.

ONC BOCES will ensure that lead evaluators participate in annual training and are re-certified according to 30-2.9 on an annual basis.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, May 29, 2012

Updated Wednesday, January 02, 2013

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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):

4-8
9-12
(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
N/A		

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.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Thursday, June 28, 2012

Updated Wednesday, January 02, 2013

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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
4-8 SPED	(d) measures used by district for teacher evaluation	NYSED Grades 4-8 Assessments for ELA and Math; NYSED Grades 4 and 8 Science Assessments
9-12 SPED	(d) measures used by district for teacher evaluation	All ONC BOCES Developed Grade and Course Specific Assessments and NYSED Regents Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	ONCBOCES is using the following percentage points to define Highly Effective 90-100%; Effective 70-89%; Developing 50-69%; Ineffective Fewer than 50%. Each course will meet the same criteria; however the individual course targets can differ. When using the same state assessment for the local measure, all targets will be different than the state target and based on achievement, not growth. In collaboration with the principal's supervisor, the principal will establish the target. Scores will be based on percentages of students meeting the target achievement level, which will be specific to each grade and course according to prior historical and baseline data. Scores based on more than one measure will be calculated using a weighted average methodology.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90 - 100% of the students will meet or exceed the achievement target, resulting in exceptional student academic achievement beyond expectations during the school year.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-89% of the students will meet or exceed the achievement target, resulting in acceptable, measureable, and appropriate student academic achievement.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of the students will meet or exceed the achievement target, resulting in student academic achievement that does not meet the established academic achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 50% of the students will meet or exceed the achievement targets; results do not meet acceptable student academic achievement.

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/5366/146689-qBFVOWF7fC/HEDI Scoring Bands Local Principal Version 2.docx>

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

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

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

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

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

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

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

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

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

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

with high school grades

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

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

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

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

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

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.

(No response)

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.

N/A

8.4) Principals with More Than One Locally Selected Measure

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

All principals will receive one locally selected measure.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, May 29, 2012

Updated Wednesday, January 02, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is 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.

The Multi-Dimensional Principal Performance Rubric (MPPR) will be used to evaluate the ISLLC 2008 Standards to develop an administrator effectiveness score for the Other Measures portion of the APPR. The following guidelines will be used to develop the effectiveness score:

All numbers will be rounded to the nearest whole number. However, the 58.6 and 58.8 will be rounded down to a 58.0. In no instance will rounding rules result in a principal scoring out of their assigned HEDI rating

- 1. Sixty (60) points shall be based on four (4) school visits by the lead evaluator using a broad assessment of the administrator's leadership and management actions based on the MPPR rubric, where at least one visit will be unannounced.*
- 2. Two of the four visits will consist of the lead evaluator observing the administrator conducting classroom observations. One of these two visits will be announced and consist of the lead evaluator evaluating a pre-observation, an observation, and a post-observation between the administrator and the teacher. One of these visits will be unannounced. This observation will consist of an observation and a post-observation.*
- 3. Upon the completion of each of the four (4) site visits, the lead evaluator will provide a review of their assessment of the administrator's performance using the MPPR rubric.*
- 4. Every administrator must be annually assessed on each of the six Standards and the Indicators of the Multidimensional Principal Performance Rubric but not necessarily on all of the Indicators of each Standard. Indicators will be evaluated by observation and review of evidence submitted by the evaluator. After gathering information during the school year from the school visits, and other collected evidence, the evaluator identifies levels on the rubric, with a conversion from the rubric as follows:*

Highly Effective = 4 points

Effective = 3 points

Developing = 2 points

Ineffective = 1 point

In this way, every possible score is available to each administrator, as prescribed by regulation.

Within each rubric Domain, all of the levels for the observed indicators on the domain are averaged together (adding the score for each indicator and dividing the total of the indicator levels by the number of observed indicators). This provides an average score for a Domain. The process is repeated for each Domain. Finally, the individual Domain scores are averaged.

All of the Rubric Domains will be weighted equally. In other words, the scores on each of the Rubric Domain will be averaged. That overall average will then be converted using the conversion chart (below) to determine the Professional Practice score.

Composite Score

A worksheet to calculate composite scores is attached.

The summative evaluation, including composite effectiveness score, will be presented by the lead evaluator and discussed with the administrator during a summative evaluation meeting by July 15, unless SED fails to provide the administrator growth score in a timely manner, in which case the lead evaluator and administrator will agree on a date. The administrator and evaluator will discuss ratings and next steps for professional growth.

Probationary Administrators will follow the same procedure, but with five (5) school visits.

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/5143/135959-pMADJ4gk6R/PrincipalScoring Methodology Conversion Chart.pdf](#)

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.

<p>Highly Effective: Overall performance and results exceed standards.</p>	<p>Highly Effective 59-60 3.5 = 59 3.6 = 59.3 3.7 = 59.5 3.8 = 59.8 3.9 = 60 4.0 = 60</p>
<p>Effective: Overall performance and results meet standards.</p>	<p>Effective 57-58 2.5 = 57 2.6 = 57.2 2.7 = 57.4 2.8 = 57.6 2.9 = 57.8 3 = 58 3.1 = 58.2 3.2 = 58.4 3.3 = 58.6 3.4 = 58.8</p>
<p>Developing: Overall performance and results need improvement in order to meet standards.</p>	<p>Developing 50-56 1.5 = 50 1.6 = 50.7 1.7 = 51.4 1.8 = 52.1 1.9 = 52.8 2 = 53.5 2.1 = 54.2 2.2 = 54.9 2.3 = 55.6 2.4 = 56.3</p>
<p>Ineffective: Overall performance and results do not meet standards.</p>	<p>Ineffective 0-49 1.000 = 0 1.008 = 1 1.017 = 2 1.025 = 3 1.033 = 4 1.042 = 5 1.050 = 6</p>

1.058 = 7
 1.067 = 8
 1.075 = 9
 1.083 = 10
 1.092 = 11
 1.100 = 12
 1.108 = 13
 1.115 = 14
 1.123 = 15
 1.131 = 16
 1.138 = 17
 1.146 = 18
 1.154 = 19
 1.162 = 20
 1.169 = 21
 1.177 = 22
 1.185 = 23
 1.192 = 24
 1.200 = 25
 1.208 = 26
 1.217 = 27
 1.225 = 28
 1.233 = 29
 1.242 = 30
 1.250 = 31
 1.258 = 32
 1.267 = 33
 1.275 = 34
 1.283 = 35
 1.292 = 36
 1.300 = 37
 1.308 = 38
 1.317 = 39
 1.325 = 40
 1.333 = 41
 1.341 = 42
 1.350 = 43
 1.358 = 44
 1.367 = 45
 1.375 = 46
 1.383 = 47
 1.392 = 48
 1.400 = 49

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	4
By trained administrator	1
By trained independent evaluator	0
Enter Total	5

Tenured Principals

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

10. Composite Scoring (Principals)

Created Thursday, June 28, 2012

Updated Friday, November 02, 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	50-56
Ineffective	0-49

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

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/146692-Df0w3Xx5v6/pip.docx>

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals of annual professional performance reviews should be limited to those principals/administrators that rate a as Ineffective or Developing only.

The appeal procedures allow the scope of the appeals under Education Law 3012-c to the following subjects:

1) the Otsego Northern Catskills BOCES adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;

- 2) the adherence to the Commissioner's regulations, as applicable to such reviews;
- 3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- 4) the Otsego Northern Catskills BOCES issuance and/or implementation of the terms of the principal/administrator improvement plan under Education Law 3012-c.

PROHIBITION AGAINST MORE THAN ONE APPEAL

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

BURDEN OF PROOF

In an appeal, the principal/administrator 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 principal/administrator receives his or her annual professional performance review. If a principal/administrator is challenging the issuance of a principal/administrator improvement plan, appeals must be filed with 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

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

TIMEFRAME FOR DISTRICT/BOCES RESPONSE

Within 15 calendar days of receipt of an appeal, Otsego Northern Catskills BOCES' staff member(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the principal/administrator's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support Otsego Northern Catskill 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 principal/administrator 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 or the superintendent's designee except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the board of education shall appoint another person to decide the appeal.

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 principal/administrator filed his or her appeal. The appeal shall be based on a written record, comprised of the principal/administrator'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 principal/administrator'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 principal/administrator and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

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

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.

Otsego Northern Catskills BOCES ensures that lead evaluators will be certified according to Section 30-2.9 of the Rules of the Board of Regents that in order to be certified as lead evaluators, administrators must be trained in the following nine elements:

- 1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions;*
- 2. Evidence-based observation techniques grounded in research;*
- 3. Application and use of the student growth percentile model and the value-added growth model;*
- 4. Application and use of approved teacher or principal practice 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's 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. 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*
- 9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.*

TRAINING:

ONC BOCES' Network Team attended all NTI trainings that NYSED has offered in Albany. The ONC BOCES' Network Team has turnkeyed all trainings to evaluators.

The ONC BOCES Board of Education will certify all lead evaluators based on their completion of training the nine points in 30-2.9.

Evaluators at ONC BOCES have been trained by the Network Team on 30-2.9 and evidence-based observations and inter-rater reliability. ONC BOCES has also had TLS (Albert Duffy) give a multi-day training on inter-rater reliability at our location and attendees were calibrated.

Evaluators at ONC BOCES have also attended multi-day trainings on the MPPR rubric by MPPR rubric personnel.

ONC BOCES will continue to provide training on evidence-based observation during trainings throughout the year and continue to train new administrators and staff on inter-rater reliability.

ONC BOCES will ensure that lead evaluators participate in annual training and are re-certified according to 30-2.9 on an annual basis.

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
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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, June 28, 2012

Updated Wednesday, January 02, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/147091-3Uqgn5g9Iu/signature 1 2 13.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.

Calculating the Score of Professional Practice

Teachers 4.5

1	Knowledge of Students and Student Learning	Score
1.1a	<i>Describes developmental characteristics of students</i>	
1.1b	<i>Creates developmentally appropriate lessons</i>	
1.2a	<i>Uses strategies to support learning and language acquisition</i>	
1.2b	<i>Uses current research</i>	
1.3a	<i>Meets diverse learning needs of each student</i>	
1.3b	<i>Plans for student strengths, interests, and experiences</i>	
1.4a	<i>Communicates with parents, guardians, and/or caregivers.</i>	
1.5a	<i>Incorporates the knowledge of school community and environmental factors</i>	
1.5b	<i>Incorporates multiple perspectives</i>	
1.6a	<i>Understands technological literacy</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

2	Knowledge of Content and Instructional Planning	Score
2.1a	<i>Understands key concepts and themes in the discipline</i>	
2.1b	<i>Understands key disciplinary language</i>	
2.1c	<i>Uses current developments in pedagogy and content</i>	
2.1d	<i>Understands learning standards</i>	
2.2a	<i>Incorporates diverse social and cultural perspectives</i>	
2.2b	<i>Incorporates individual and collaborative critical thinking and problem solving</i>	
2.2c	<i>Incorporates disciplinary and cross-disciplinary learning experiences</i>	
2.3a	<i>Designs instruction to meet diverse learning needs of students</i>	
2.3b	<i>Designs learning experiences that connect to students' life experiences</i>	
2.3c	<i>Designs self-directed learning experiences</i>	
2.4a	<i>Aligns learning standards</i>	
2.4b	<i>Articulates learning objectives/goals with learning standards</i>	
2.5a	<i>Designs instruction using current levels of student understanding</i>	
2.5b	<i>Designs learning experiences using prior knowledge</i>	
2.6a	<i>Organizes physical space</i>	
2.6b	<i>Incorporates technology</i>	
2.6c	<i>Organizes time</i>	
2.6d	<i>Selects materials and resources</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

3	Instructional Practice	Score
3.1a	<i>Aligns instruction to standards</i>	
3.1b	<i>Uses research-based instruction</i>	
3.1c	<i>Engages students</i>	
3.2a	<i>Provides directions and procedures</i>	
3.2b	<i>Uses questioning techniques</i>	
3.2c	<i>Responds to students</i>	
3.2d	<i>Communicates content</i>	
3.3a	<i>Establishes high expectations</i>	
3.3b	<i>Articulates measures of success</i>	
3.3c	<i>Implements challenging learning experiences</i>	
3.4a	<i>Differentiates instruction</i>	
3.4b	<i>Implements strategies for mastery of learning outcomes</i>	
3.5a	<i>Provides opportunities for collaboration</i>	
3.5b	<i>Provides synthesis, critical thinking, and problem-solving</i>	
3.6a	<i>Uses formative assessment</i>	
3.6b	<i>Provides feedback during and after instruction</i>	
3.6c	<i>Adjusts pacing</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

4	Learning Environment	Score
4.1a	<i>Interacts with students</i>	
4.1b	<i>Supports student diversity</i>	
4.1c	<i>Reinforces positive interactions among students</i>	
4.2a	<i>Establishes high expectations for achievement</i>	
4.2b	<i>Promotes student curiosity</i>	
4.2c	<i>Promotes student pride in work and accomplishments</i>	
4.3a	<i>Establishes expectations for student behavior</i>	
4.3b	<i>Establishes routines, procedures and transitions</i>	
4.3c	<i>Establishes instructional groups</i>	
4.4a	<i>Organizes the physical environment</i>	
4.4b	<i>Manages volunteers and/or paraprofessionals</i>	
4.4c	<i>Establishes classroom safety</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

Calculating the Score of Professional Practice

5	Assessment for Student Learning	Score
5.1a	<i>Uses assessments to establish learning goals and inform instruction</i>	
5.1b	<i>Measures and records student achievement</i>	
5.1c	<i>Aligns assessments to learning goals</i>	
5.1d	<i>Implements accommodations and modifications</i>	
5.2a	<i>Analyzes assessment data</i>	
5.2b	<i>Uses assessment data to set goals and provide feedback to students</i>	
5.2c	<i>Engages students in self-assessment</i>	
5.3a	<i>Accesses and interprets assessments</i>	
5.4a	<i>Understands assessment measures and grading procedures</i>	
5.4b	<i>Establishes an assessment system</i>	
5.5a	<i>Communicates purposes and criteria</i>	
5.5b	<i>Provides preparation and practice</i>	
5.5c	<i>Provides assessment skills and strategies</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

6	Professional Responsibilities and Collaboration	Score
6.1a	<i>Demonstrates ethical, professional behavior</i>	
6.1b	<i>Advocates for students</i>	
6.1c	<i>Demonstrates ethical use of information and information technology</i>	
6.1d	<i>Completes training to comply with state and local requirements and jurisdiction</i>	
6.2a	<i>Supports the school as an organization with a vision and mission</i>	
6.2b	<i>Participates on an instructional team</i>	
6.2c	<i>Collaborates with the larger community</i>	
6.3a	<i>Engages families</i>	
6.3b	<i>Communicates student performance</i>	
6.4a	<i>Maintains records</i>	
6.4b	<i>Manages time and attendance</i>	
6.4c	<i>Maintains classroom and school resources and materials</i>	
6.4d	<i>Participates in school and district events</i>	
6.5a	<i>Communicates policies</i>	
6.5b	<i>Maintains confidentiality</i>	
6.5c	<i>Reports concerns</i>	
6.5d	<i>Adheres to policies and contractual obligations</i>	
6.5e	<i>Accesses resources</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

7	Professional Growth	Score
7.1a	<i>Reflects on evidence of student learning</i>	
7.1b	<i>Reflects on biases</i>	
7.1c	<i>Plans professional growth</i>	
7.2a	<i>Sets goals</i>	
7.2b	<i>Engages in professional growth</i>	
7.3a	<i>Gives and receives constructive feedback</i>	
7.3b	<i>Collaborates</i>	
7.4a	<i>Accesses professional memberships and resources</i>	
7.4b	<i>Expands knowledge base</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

Assessment of Practice	Scores
Transfer standard scores to the boxes below	
Standard 1 Knowledge of Students and Student Learning	
Standard 2 Knowledge of Content and Instructional Planning	
Standard 3 Instructional Practice	
Standard 4 Learning Environment	
Standard 5 Assessment for Student Learning	
Standard 6 Professional Responsibilities and Collaboration	
Standard 7 Professional Growth	
Subtotal	
Divide by 7	
Total score of professional practice	

Teachers' 60% Rounding Rules Apply

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
	Ineffective 0-49	
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46

Rounding Rules Apply

1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Form 2.10) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as an attachment.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment ONC BOCES:
Conversational Spanish	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	ONC BOCES Developed Grade Specific Assessment for Conversational Spanish
Pre-Algebra	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally 	ONC BOCES Developed Grade Specific Assessment for Pre-Algebra

	<ul style="list-style-type: none"> ○ 7) Student Learning Objectives 	
K-12 Physical Education	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party x○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	ONC BOCES Developed Grade Specific Assessment for K-12 Physical Education
Social Studies 7	5) District/regional/BOCES–developed	ONCBOCES Developed Grade Specific Assessment for Social Studies 7
Social Studies 8	5) District/regional/BOCES–developed	ONC BOCES Developed Grade Specific Assessment for Social Studies 8
CTE Health Occupations 2	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Health Occupations 2
CTE Information Technology 1	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Information Technology
CTE Information	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed

Technology 2		Grade Specific Assessment for Information Technology
CTE Natural Resources Occupations 1	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Natural Resources Occupations 1
CTE Natural Resources Occupations 2	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Natural Resources Occupations 2
CTE Visual Arts Media 1	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Visual Arts Media 1
CTE Visual Arts Media 2	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Visual Arts Media 2
CTE Welding and Metal Fabrication 1	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Welding and Metal Fabrication 1
CTE Welding and Metal Fabrication 2	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Welding and Metal Fabrication 2

K-12 Art	5) District/regional/BOCES–developed	ONC BOCES Developed Grade Specific Assessment for K-12 Art
Anatomy and Physiology	5) District/regional/BOCES–developed	ONC BOCES Developed Grade Specific Assessment for Anatomy and Physiology
CTE Culinary Arts 1	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Culinary Arts 1
CTE Culinary Arts 2	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Culinary Arts 2
7-12 Health	5) District/regional/BOCES–developed	ONC BOCES Developed Grade Specific Assessment for 7-12 Health
CTE Health Occupations 1	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Health Occupations 1

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	ONC BOCES is using the following percentage points to define Highly Effective 90-100%; Effective 70-89%; Developing 50-69%; Ineffective
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<p>subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Fewer than 50%. Each course will meet the same criteria; however the individual course targets can differ. In collaboration with the building principal, the teachers will establish the target.</p> <p>Scores will be based on percentages of students meeting the target growth level, which will be specific to each grade and course according to prior historical and baseline data.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject.</p>	<p>90 - 100% of the students will meet or exceed the SLO target. The work of the teacher results in exceptional student academic growth beyond expectations during the school year.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>70-89% of the students will meet or exceed the SLO target. The work of the teacher results in acceptable, measurable, and appropriate student academic growth.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>50-69% of the students will meet or exceed the SLO target. The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Fewer than 50% of the students will meet or exceed the SLO targets. The work of the teacher does not result in acceptable student academic growth.</p>

TEACHERS 2.11

Annual Professional Performance Review Composite Scoring Ranges

Level	Student Growth on State Assessments or Other Comparable Measures 20 points	Locally Selected Measures of Student Achievement 20 Points	Other Measures (For additional information, please see Appendix B) 60 Points	Overall Composite Rating
Ineffective	0-2	0-2	0-49	0-64
Developing	3-8	3-8	50-56	65-74
Effective	9-17	9-17	57-58	75-90
Highly Effective	18-20	18-20	59-60	91-100

TEACHERS

Annual Professional Performance Review Composite Scoring Ranges with State-Approved Value Added

Level	Student Growth on State Assessments or Other Comparable Measures 25 points	Locally Selected Measures of Student Achievement 15 Points	Other Measures (For additional information, please see Appendix B) 60 Points	Overall Composite Rating
Ineffective	0-2	0-2	0-49	0-64
Developing	3-9	3-7	50-56	65-74
Effective	10-21	8-13	57-58	75-90
Highly Effective	22-25	14-15	59-60	91-100

Teachers NYSED Student Learning Objective Template 2.11

Population	These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)																				
Learning Content	What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?																				
Interval of Instructional Time	What is the instructional period covered (if not a year, rationale for semester / quarter / etc.)?																				
Evidence	What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.																				
Baseline	What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?																				
Target(s)	What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?																				
HEDI Scoring	How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?																				
	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
	97	94	90	88	86	84	81	78	76	74	72	70	67	64	60	56	53	50	32	16	0
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	100	96	93	89	87	85	83	80	77	75	73	71	69	66	63	59	55	52	49	31	15
Rationale	Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.																				

Teacher APPR Hedi Scoring Bands –Local Measures

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
97	94	90	88	86	84	81	78	76	74	72	70	67	64	60	56	53	50	32	16	0
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
100	96	93	89	87	85	83	80	77	75	73	71	69	66	63	59	55	52	49	31	15
Rationale			Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.																	

Teacher APPR Hedi Scoring Bands – Local Measures with Value Added

Highly Effective			Effective					Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95	90	87	84	80	76	74	70	66	62	58	54	50	32	16	0
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
100	94	89	86	83	79	75	73	69	65	61	57	53	49	31	15
Rationale			Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.												

Form 3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as an attachment.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment ONC BOCES:
Conversational Spanish	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	ONC BOCES Developed Grade Specific Assessment for Conversational Spanish
Pre-Algebra	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally 	ONC BOCES Developed Grade Specific Assessment for Pre-Algebra

	<ul style="list-style-type: none"> ○ 7) Student Learning Objectives 	
K-12 Physical Education	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party x○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	ONC BOCES Developed Grade Specific Assessment for K-12 Physical Education
Social Studies 7	5) District/regional/BOCES–developed	ONCBOCES Developed Grade Specific Assessment for Social Studies 7
Social Studies 8	5) District/regional/BOCES–developed	ONC BOCES Developed Grade Specific Assessment for Social Studies 8
CTE Health Occupations 2	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Health Occupations 2
CTE Information Technology 1	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Information Technology
CTE Information	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed

Technology 2		Grade Specific Assessment for Information Technology
CTE Natural Resources Occupations 1	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Natural Resources Occupations 1
CTE Natural Resources Occupations 2	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Natural Resources Occupations 2
CTE Visual Arts Media 1	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Visual Arts Media 1
CTE Visual Arts Media 2	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Visual Arts Media 2
CTE Welding and Metal Fabrication 1	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Welding and Metal Fabrication 1
CTE Welding and Metal Fabrication 2	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Welding and Metal Fabrication 2

K-12 Art	5) District/regional/BOCES–developed	ONC BOCES Developed Grade Specific Assessment for K-12 Art
Anatomy and Physiology	5) District/regional/BOCES–developed	ONC BOCES Developed Grade Specific Assessment for Anatomy and Physiology
CTE Culinary Arts 1	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Culinary Arts 1
CTE Culinary Arts 2	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Culinary Arts 2
7-12 Health	5) District/regional/BOCES–developed	ONC BOCES Developed Grade Specific Assessment for 7-12 Health
CTE Health Occupations 1	5) District/regional/BOCES–developed	ONC BOCES Regionally Developed Grade Specific Assessment for Health Occupations 1

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	ONCBOCES is using the following percentage points to define Highly Effective 90-100%; Effective 70-89%; Developing 50-69%; Ineffective
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<p>subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Fewer than 50%. Each course will meet the same criteria; however the individual course targets can differ. When using the same state assessment for the local measure, all targets will be different than the state target and based on achievement, not growth. In collaboration with the building principal, the teachers will establish the target. Scores will be based on percentages of students meeting the target achievement level, which will be specific to each grade and course according to prior historical and baseline data.</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>90 - 100% of the students will meet or exceed the achievement target. The work of the teacher results in exceptional student academic achievement beyond expectations during the school year.</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>70-89% of the students will meet or exceed the achievement target. The work of the teacher results in acceptable, measureable, and appropriate student academic achievement.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>50-69% of the students will meet or exceed the achievement target. The work of the teacher results in student academic achievement that does not meet the established standard and/or is not achieved with all populations taught by the teacher.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Fewer than 50% of the students will meet or exceed the achievement targets. The work of the teacher does not result in acceptable student academic achievement.</p>

Teacher APPR Hedi Scoring Bands –Local Measures

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
97	94	90	88	86	84	81	78	76	74	72	70	67	64	60	56	53	50	32	16	0
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
100	96	93	89	87	85	83	80	77	75	73	71	69	66	63	59	55	52	49	31	15
Rationale			Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.																	

Teacher APPR Hedi Scoring Bands – Local Measures with Value Added

Highly Effective			Effective					Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95	90	87	84	80	76	74	70	66	62	58	54	50	32	16	0
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
100	94	89	86	83	79	75	73	69	65	61	57	53	49	31	15
Rationale			Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.												

Principals' 60%

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
	Ineffective 0-49	
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46

1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Principal APPR Hedi Scoring Bands –Local Measures

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
97	94	90	88	86	84	81	78	76	74	72	70	67	64	60	56	53	50	32	16	0
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
100	96	93	89	87	85	83	80	77	75	73	71	69	66	63	59	55	52	49	31	15
Rationale			Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.																	

Principal APPR Hedi Scoring Bands – Local Measures with Value Added

Highly Effective			Effective					Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95	90	87	84	80	76	74	70	66	62	58	54	50	32	16	0
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
100	94	89	86	83	79	75	73	69	65	61	57	53	49	31	15
Rationale			Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.												

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 evaluation and principal initial each date to confirm the meeting):

Evidence to be provided for Goal Achievement:

Assessment Summary: Supervisor or Superintendent’s designee 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 supervisor or superintendent’s designee and principal with the opportunity for the principal to attach comments.

ONC BOCES Teacher Improvement Plan

Name: _____

Position: _____ Date: _____

Administrator(s): _____

1. Identify specific areas of deficiency related to one or more Indicators of Success.
2. List specific measurable goals for improving each deficiency listed above.
3. Identify professional development and/or activities necessary to accomplish the goals. Include the person(s) responsible, teacher and/or administrator, for each activity.
4. Identify a timeline for completion of each goal in the Improvement Plan. Include target dates for intermediate checkpoint meetings.
5. Identify the evidence that will be used to evaluate growth and improvement of the identified deficiencies / areas of growth.

Proposed Checkpoint Meeting Log

Administrator and teacher will develop and list a proposed checkpoint meeting schedule to review the TIP. As checkpoint meetings occur, the administrator and teacher will provide a summary of discussions and, if appropriate, evidence collected.

Level at which the teacher has completed the Improvement Plan.

___ Satisfactory

___ Unsatisfactory (TIP will be adjusted and continued)

Teacher's Signature

Date

Administrator's Signature

Date

Teacher Representative or Witness Signature

Date

or Teacher's Signature Waiving Representation

Date

Amendments to the Teacher Improvement Plan

Should the TIP need to be amended, whether a result of an unsatisfactory rating of the completion of the TIP or the teacher and their principal / lead evaluator's decision to modify the TIP to better serve and actuate the teacher's performance improvement, the teacher and principal / lead evaluator will stipulate the amendments and provide signature's to same below.

Teacher's Signature

Date

Administrator's Signature

Date

Teacher Representative or Witness Signature

Date

or Teacher's Signature Waiving Representation

Date

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

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

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

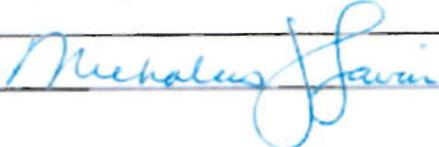
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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

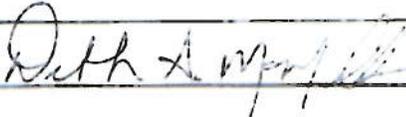
Superintendent Signature: Date:

 1/2/13

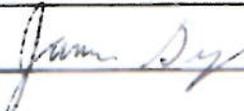
Teachers Union President Signature: Date:

 1/2/13

Administrative Union President Signature: Date:

 1/2/13

Board of Education President Signature: Date:

 1/2/13