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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December 20, 2012

Dr. David S. Richards, Superintendent
Oxford Academy and Central School District
P.O. Box 192
50 South Washington Avenue
Oxford, NY 13830

Dear Superintendent Richards:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: William Tammaro

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, August 22, 2012
Updated Thursday, December 20, 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 : 081501040000

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

081501040000

1.2) School District Name: OXFORD ACADEMY & CSD

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

OXFORD ACADEMY CSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

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, August 22, 2012
Updated Thursday, December 20, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Oxford-developed ELA K assessment
1	District, regional, or BOCES-developed assessment	Oxford-developed ELA 1 asessment
2	District, regional, or BOCES-developed assessment	Oxford-developed ELA 2 assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Points (0-20) will be awarded based on the outcome of post assessment data as compared to the expected

this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	target. The teacher and the principal, using baseline data, will set a mutually-agreed upon group growth target, based on the set of students assessed. If a teacher has at least 70% of students meeting or exceeding the expected SLO target, he/she will receive 16 points. HEDI points will be awarded based on a percentage of students meeting or exceeding the mutually-agreed upon growth goal. See attached example. In the event that a teacher has more than one SLO, the scores will be weighted based on the number of students accounted for in each SLO (consistent with the weighting rules provided by NYSED).
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See above and attached example.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	If a teacher meets the expected SLO target, he/she will receive 16 points.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See above and attached example.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See above and attached example.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Oxford-developed Math K Assessment
1	District, regional, or BOCES-developed assessment	Oxford-developed Math 1 Assessment
2	District, regional, or BOCES-developed assessment	Oxford-developed Math 2 Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Points (0-20) will be awarded based on the outcome of post assessment data as compared to the expected target. The teacher and the principal, using baseline data, will set a mutually-agreed upon group growth target, based on the set of students assessed. If a teacher has at least 70% of students meeting or exceeding the expected SLO target, he/she will receive 16 points. HEDI points will be awarded based on a percentage of students meeting or exceeding the mutually-agreed upon growth goal. See attached example. In the event that a teacher has more than one SLO, the scores will be weighted based on the number of students accounted for in each SLO (consistent

	with the weighting rules provided by NYSED).
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See above and attached example.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	If a teacher meets the expected SLO target, he/she will receive 16 points.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See above and attached example.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See above and attached example.

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	DCMO BOCES Regional-developed Science 6 Assessment
7	District, regional or BOCES-developed assessment	Oxford-developed Science 7 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.	Points (0-20) will be awarded based on the outcome of post assessment data as compared to the expected target. The teacher and the principal, using baseline data, will set a mutually-agreed upon group growth target, based on the set of students assessed. If a teacher has at least 70% of students meeting or exceeding the expected SLO target, he/she will receive 16 points. HEDI points will be awarded based on a percentage of students meeting or exceeding the mutually-agreed upon growth goal. See attached example. In the event that a teacher has more than one SLO, the scores will be weighted based on the number of students accounted for in each SLO (consistent with the weighting rules provided by NYSED).
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See above and attached example.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	If a teacher meets the expected SLO target, he/she will receive 16 points.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See above and attached example.

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

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	Oxford-developed Social Studies 6 Assessment
7	District, regional or BOCES-developed assessment	Oxford-developed Social Studies 7 Assessment
8	District, regional or BOCES-developed assessment	Oxford-developed Social Studies 8 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.	Points (0-20) will be awarded based on the outcome of post assessment data as compared to the expected target. The teacher and the principal, using baseline data, will set a mutually-agreed upon group growth target, based on the set of students assessed. If a teacher has at least 70% of students meeting or exceeding the expected SLO target, he/she will receive 16 points. HEDI points will be awarded based on a percentage of students meeting or exceeding the mutually-agreed upon growth goal. See attached example. In the event that a teacher has more than one SLO, the scores will be weighted based on the number of students accounted for in each SLO (consistent with the weighting rules provided by NYSED).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See above and attached example.
Effective (9 - 17 points) Results meet District goals for similar students.	If a teacher meets the expected SLO target, he/she will receive 16 points.
Developing (3 - 8 points) Results are below District goals for similar students.	See above and attached example.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See above and attached example.

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	Oxford-developed Global I 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.	Points (0-20) will be awarded based on the outcome of post assessment data as compared to the expected target. The teacher and the principal, using baseline data, will set a mutually-agreed upon group growth target, based on the set of students assessed. If a teacher has at least 70% of students meeting or exceeding the expected SLO target, he/she will receive 16 points. HEDI points will be awarded based on a percentage of students meeting or exceeding the mutually-agreed upon growth goal. See attached example. In the event that a teacher has more than one SLO, the scores will be weighted based on the number of students accounted for in each SLO (consistent with the weighting rules provided by NYSED).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See above and attached example.
Effective (9 - 17 points) Results meet District goals for similar students.	If a teacher meets the expected SLO target, he/she will receive 16 points.
Developing (3 - 8 points) Results are below District goals for similar students.	See above and attached example.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See above and attached example.

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.	Points (0-20) will be awarded based on the outcome of post assessment data as compared to the expected target. The teacher and the principal, using baseline data, will set a mutually-agreed upon group growth target, based on the set of students assessed. If a teacher has at least 70% of students meeting or exceeding the expected SLO target, he/she will receive 16 points. HEDI points will be awarded based on a percentage of students meeting or exceeding the mutually-agreed upon growth goal. See attached example. In the event that a teacher has more than one SLO, the scores will be weighted based on the number of students accounted for in each SLO (consistent with the weighting rules provided by NYSED).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See above and attached example.
Effective (9 - 17 points) Results meet District goals for similar students.	If a teacher meets the expected SLO target, he/she will receive 16 points.
Developing (3 - 8 points) Results are below District goals for similar students.	See above and attached example.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See above and attached example.

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.	Points (0-20) will be awarded based on the outcome of post assessment data as compared to the expected target. The teacher and the principal, using baseline data, will set a mutually-agreed upon group growth target, based on the set of students assessed. If a teacher has at least 70% of students meeting or exceeding the expected SLO target, he/she will receive 16 points. HEDI points will be awarded based on a percentage of students meeting or exceeding the mutually-agreed upon growth goal. See

	attached example. In the event that a teacher has more than one SLO, the scores will be weighted based on the number of students accounted for in each SLO (consistent with the weighting rules provided by NYSED).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See above and attached example.
Effective (9 - 17 points) Results meet District goals for similar students.	If a teacher meets the expected SLO target, he/she will receive 16 points.
Developing (3 - 8 points) Results are below District goals for similar students.	See above and attached example.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See above and attached example.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Points (0-20) will be awarded based on the outcome of post assessment data as compared to the expected target. The teacher and the principal, using baseline data, will set a mutually-agreed upon group growth target, based on the set of students assessed. If a teacher has at least 70% of students meeting or exceeding the expected SLO target, he/she will receive 16 points. HEDI points will be awarded based on a percentage of students meeting or exceeding the mutually-agreed upon growth goal. See attached example. In the event that a teacher has more than one SLO, the scores will be weighted based on the number of students accounted for in each SLO (consistent with the weighting rules provided by NYSED).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See above and attached example.
Effective (9 - 17 points) Results meet District goals for similar students.	If a teacher meets the expected SLO target, he/she will receive 16 points.
Developing (3 - 8 points) Results are below District goals for similar students.	See above and attached example.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See above and attached example.

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
all other teachers not named above	District, Regional or BOCES-developed	Oxford-developed grade and subject specific assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Points (0-20) will be awarded based on the outcome of post assessment data as compared to the expected target. The teacher and the principal, using baseline data, will set a mutually-agreed upon group growth target, based on the set of students assessed. If a teacher has at least 70% of students meeting or exceeding the expected SLO target, he/she will receive 16 points. HEDI points will be awarded based on a percentage of students meeting or exceeding the mutually-agreed upon growth goal. See attached example. In the event that a teacher has more than one SLO, the scores will be weighted based on the number of students accounted for in each SLO (consistent with the weighting rules provided by NYSED).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See above and attached example.
Effective (9 - 17 points) Results meet District goals for similar students.	If a teacher meets the expected SLO target, he/she will receive 16 points.
Developing (3 - 8 points) Results are below District goals for similar students.	See above and attached example.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See above and attached example.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/165870-TXEtxx9bQW/SLO Conversion Chart-revised 12-20-12.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.

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances | Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Monday, August 20, 2012
Updated Thursday, December 20, 2012

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	State ELA 4 Assessment
5	4) State-approved 3rd party assessments	Acuity
6	4) State-approved 3rd party assessments	Acuity
7	4) State-approved 3rd party assessments	Acuity

8	4) State-approved 3rd party assessments	Acuity

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The achievement target will be the % of students in a teacher's class who will demonstrate proficiency on a state or local assessment. Teachers will be awarded HEDI points based on the percent of students meeting or exceeding their achievement goals. If a teacher meets the expected target of 75% of students meeting or exceeding the target, he/she will receive 12 points. See attached chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.

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	State Math 4 Assessment
5	5) District, regional, or BOCES–developed assessments	Oxford-developed Math 5 assessment
6	5) District, regional, or BOCES–developed assessments	Oxford-developed Math 6 assessment
7	5) District, regional, or BOCES–developed assessments	Oxford-developed Math 7 assessment
8	5) District, regional, or BOCES–developed assessments	Oxford-developed Math 8 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The achievement target will be the % of students in a teacher's class who will demonstrate proficiency on a state or local assessment. Teachers will be awarded HEDI points based on the percent of students meeting or exceeding their achievement goals. If a teacher meets the expected target of 75% of students meeting or exceeding the target, he/she will receive 12 points. See attached chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.

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/5139/165090-rhJdBgDruP/15% Local Scoring Chart Rev 12-20-12.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	5) District, regional, or BOCES–developed assessments	Oxford-developed ELA K Assessment
1	5) District, regional, or BOCES–developed assessments	Oxford-developed ELA 1 Assessment
2	5) District, regional, or BOCES–developed assessments	Oxford-developed ELA 2 Assessment
3	3) Teacher specific achievement or growth score computed locally	NYS ELA 3 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The achievement target will be the % of students in a teacher's class who will demonstrate proficiency on a state or local assessment. Teachers will be awarded HEDI points based on the percent of students meeting or exceeding their achievement goals. If a teacher meets the expected target of 75% of students meeting or exceeding the target, he/she will receive 16 points. See above and attached chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Oxford-developed Math K Assessment
1	5) District, regional, or BOCES–developed assessments	Oxford-developed Math 1 Assessment
2	5) District, regional, or BOCES–developed assessments	Oxford-developed Math 2 Assessment
3	3) Teacher specific achievement or growth score computed locally	NYS Math 3 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The achievement target will be the % of students in a teacher's class who will demonstrate proficiency on a state or local assessment. Teachers will be awarded HEDI points based on the percent of students meeting or exceeding their achievement goals. If a teacher meets the expected target of 75% of students meeting or exceeding

	the target, he/she will receive 16 points. See above and attached chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.

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	DCMO BOCES regional-developed Science 6 Assessment
7	5) District, regional, or BOCES–developed assessments	Oxford-developed Science 7 Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Science 8 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.	The achievement target will be the % of students in a teacher's class who will demonstrate proficiency on a state or local assessment. Teachers will be awarded HEDI points based on the percent of students meeting or exceeding their achievement goals. If a teacher meets the expected target of 75% of students meeting or exceeding the target, he/she will receive 16 points. See above and attached chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.

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

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	Oxford-developed Social Studies 6 Assessment
7	5) District, regional, or BOCES–developed assessments	Oxford-developed Social Studies 7 Assessment
8	5) District, regional, or BOCES–developed assessments	Oxford-developed Social Studies 8 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The achievement target will be the % of students in a teacher's class who will demonstrate proficiency on a state or local assessment. Teachers will be awarded HEDI points based on the percent of students meeting or exceeding their achievement goals. If a teacher meets the expected target of 75% of students meeting or exceeding the target, he/she will receive 16 points. See above and attached chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.

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	Oxford-developed Global I Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Regents Exam in Global History and Geography
American History	3) Teacher specific achievement or growth score computed locally	NYS Regents exam in United States History and Geography

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The achievement target will be the % of students in a teacher's class who will demonstrate proficiency on a state or local assessment. Teachers will be awarded HEDI points based on the percent of students meeting or exceeding their achievement goals. If a teacher meets the expected target of 75% of students meeting or exceeding the target, he/she will receive 16 points. See above and attached chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.

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	NYS Regents Exam in Living Environment
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Regents Exam in Earth Science
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Regents Exam in Chemistry
Physics	3) Teacher specific achievement or growth score computed locally	NYS Regents Exam in Physics

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The achievement target will be the % of students in a teacher's class who will demonstrate proficiency on a state or local assessment. Teachers will be awarded HEDI points based on the percent of students meeting or exceeding their achievement goals. If a teacher meets the expected target of 75% of students meeting or exceeding the target, he/she will receive 16 points. See above and attached chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.

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	NYS Regents Exam in Algebra I
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Regents Exam in Geometry
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Regents Exam in Algebra II/Trigonometry

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The achievement target will be the % of students in a teacher's class who will demonstrate proficiency on a state or local assessment. Teachers will be awarded HEDI points based on the percent of students meeting or exceeding their achievement goals. If a teacher meets the expected target of 75% of students meeting or exceeding the target, he/she will receive 16 points. See above and attached chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached example.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.

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	Oxford-developed ELA 9 Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Oxford-developed ELA 10 Assessment

Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Regents Exam in English Language Arts

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The achievement target will be the % of students in a teacher's class who will demonstrate proficiency on a state or local assessment. Teachers will be awarded HEDI points based on the percent of students meeting or exceeding their achievement goals. If a teacher meets the expected target of 75% of students meeting or exceeding the target, he/she will receive 16 points. See above and attached chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other teachers not named above	5) District/regional/BOCES–developed	Oxford-developed grade and subject specific Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The achievement target will be the % of students in a teacher's class who will demonstrate proficiency on a state or local assessment. Teachers will be awarded HEDI points based on the percent of students meeting or exceeding their achievement goals. If a teacher meets the expected target of 75% of students meeting or exceeding the target, he/she will receive 16 points. See above and attached chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See above and attached chart.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/165090-y92vNseFa4/20% Local Scoring Chart rev. 12-20-12.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.

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

In the event that a teacher has more than one locally selected measure, the scores will be weighted based on the number of students accounted for in each measure (consistent with the SLO weighting rules provided by NYSED).

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 Monday, August 20, 2012
Updated Thursday, December 20, 2012

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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 (2012 Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

0-60 HEDI points will be based upon the NYSUT Rubric. All domains will be observed through observations. Each subcomponent within a domain will be given a score of 1-4. The average of the total subcomponent scores will be calculated to result in a single domain score. All domain scores will be totaled and averaged to obtain a composite and final rubric score. This score will be used to determine a teacher's HEDI score from 0-60. See attached chart for further explanation.

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/5091/165092-eka9yMJ855/Sixty Other measures of teacher effectiveness-revised 12-20-12.docx

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.	see attached
Effective: Overall performance and results meet NYS Teaching Standards.	see attached
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	see attached
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	see attached

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	1
4.6) Observations of Probationary Teachers | Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers | Formal/Long	1
4.7) Observations of Tenured Teachers | Informal/Short	1
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 Tuesday, September 04, 2012
Updated Wednesday, December 12, 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 student growth or achievement for grade/subject.

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, August 20, 2012
Updated Thursday, December 20, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/165133-Df0w3Xx5v6/Final Teacher Improvement Plan 2012.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:

Who May Appeal?

Appeals shall be limited to those evaluations which have resulted in a rating of developing or ineffective for tenured teachers.

On What Grounds May an Appeal Be Made?

1. Appeals shall be limited to:
• the substance of the annual professional performance review;
• the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;
• the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and the school district's issuance and/or implementation of the terms of a Teacher Improvement Plan (TIP).

2. The burden of proof rests with the appealing party.

3. A teacher wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

How Many Appeals May Be Filed?

A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised within one appeal. Any issue not raised in the written appeal shall be deemed waived.

What is the Procedure for Making an Appeal?

Level 1: Appeal to Lead Evaluator

A teacher may appeal the annual evaluation to the appropriate Lead Evaluator within 10 school days of its receipt. The appeal shall be in writing and shall articulate in detail the basis of the appeal.

The appeal must be submitted by completing the "Evaluation Appeals Form" (Appendix). The Lead Evaluator shall hold an informal conference with the appealing teacher and render a written determination in response within 10 school days of receipt of the appeal.

Level 2: Appeal to Committee

Within 10 school days of the Level 1 decision, if the issues are not resolved, the teacher may appeal to Level 2. Level 2 will be an appeal committee consisting of two (2) administrators designated by the Superintendent and three (3) teachers designated by the Association President. Within 10 school days of receipt of the appeal the committee will hear the case and render a decision.

The appeal committee shall be flexible and be determined on a case by case basis. The appeal committee shall meet outside of the teacher's regular work day and no member of the committee shall receive additional compensation.

Level 3: Appeal to Superintendent

If the issues of the appeal are not resolved through Level 2, the teacher may appeal to the Superintendent of Schools or his/her designee within 10 school days of receipt of the Committee's determination. The appeal must be submitted by completing the "Evaluation Appeals Form" and must include the Lead Evaluator's and the Committee's written determination. The Superintendent of Schools or his/her designee shall render a written determination in response within 10 school days of receipt of the appeal.

The determination of the Superintendent of Schools or his /her designee as to the substance of the annual professional performance review shall not be subject to a grievance, arbitration, or reviewable in any other forum. The time frames referenced above may be extended by mutual agreement of the District and the OTA but the total time frame will not exceed 60 school days. This in no way diminishes employee rights as defined in Education Law 3020 and 3020A.

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.

NYSUT provided Lead Evaluator Training, calibration for inter-rater reliability, and certification conducted over a five day period in August 2012. Lead evaluators were trained in evidence based observation and specifics of the NYSUT rubric and certified. Lead evaluators will continue to be re-trained on evidence based observation and the specifics of the NYSUT rubric, re-calibrated, and re-certified on an annual and ongoing basis through DCMO BOCES to ensure continuing inter-rater reliability. Based on the recommendation of NYSUT, DCMO BOCES personnel and the Superintendent, Lead Evaluators will be certified and re-certified by the Board of Education on an annual and ongoing basis. Any individual who fails to achieve required training, certification, or recertification, as applicable, shall not conduct or complete evaluations.

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, September 04, 2012
Updated Wednesday, December 12, 2012

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

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

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

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

PK-4 and 9-12
5-8
(No response)
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Not applicable.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not applicable.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not applicable.

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 Friday, September 07, 2012
Updated Thursday, December 20, 2012

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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
	PK-4 and 9-12	(d) measures used by district for teacher evaluation	NYS Regents in Living Environment
	5-8	(d) measures used by district for teacher evaluation	NYS Grade 8 Science Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	see attached
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached

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/5366/173468-qBFVOWF7fC/Section 8.1 Oxford Local Assessment revised 12-20-12.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
	na		
	na		

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.	na
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	na
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	na
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	na
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	na

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.

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

In the event that the principal has more than one locally selected measure, the scores will be weighted based on the number of students accounted for in each measure (consistent with the weighting rules provided by NYSED).

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 Friday, September 21, 2012
Updated Wednesday, December 19, 2012

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9.1) Principal Practice Rubric

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

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

McRel Principal Evaluation System

(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.

Please refer to attached chart below.

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

assets/survey-uploads/5143/180164-pMADJ4gk6R/Section 9.7 OACSD McRel Rubric RawScore to HEDI Conversion Rev 1_1.docx

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

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

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, making sure that the number of visits "by supervisor" is at least 1 and the total number of visits is at least 2, for both probationary and tenured principals. If your APPR plan

does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Friday, September 07, 2012
Updated Wednesday, December 12, 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

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, September 04, 2012
Updated Thursday, December 20, 2012

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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/5276/171740-Df0w3Xx5v6/Principal Improvement Plan.docx

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

• Appeals process
• Levels of Appeal
• There shall be two levels of Appeal. Level One Appeal shall be with the Superintendent. Level Two Appeal shall be with the Appeals Panel.
• Reasons for Appeal - Issuance of an APPR Ineffective or Developing Rating, Issuance of a Principal Improvement Plan and/or Implementation of a Principal Improvement Plan can trigger the appeal process as delineated below:

• A principal who receives an ineffective or developing rating on their annual composite shall be entitled to appeal such rating. The appeal shall be filed within ten (10) calendar days of personal service of the final performance review upon the principal.
• A principal who receives a principal improvement plan ("PIP") and disputes its issuance shall be entitled to appeal. An appeal of the issuance of the PIP shall be filed within ten (10) calendar days of personal service of the PIP.
• A principal who is issued a PIP and subsequently disputes its implementation shall be entitled to appeal. An appeal of the implementation of a PIP shall be filed within ten (10) calendar days of the personal service of the subsequent year performance review upon the principal.
• Level One Appeal
o Within the allotted time of ten (10) calendar days as noted above a principal in receipt of an ineffective or developing rating on his/her composite APPR rating, the issuance of a PIP, or the implementation of a PIP has the right to request a Level One Appeal.
o Level One Appeal – shall consist of a meeting of the principal, an association representative, and the Superintendent to discuss areas of concern regarding his/her APPR rating, issuance of a PIP or implementation of a PIP. At this meeting the principal shall define his/her areas of concerns and request that corrective action be taken by altering his/her APPR rating, rescinding or modifying his/her PIP, or altering the implementation of the PIP. This meeting shall have the intention of resolving the disputes that the principal has in a collegial manner.
o The Principal shall include a written description of the specific areas of disagreement with his/her APPR, PIP or PIP implementation and shall include any supporting documentation when requesting the Level One Appeal.
o Within five (5) calendar days the Superintendent shall schedule a meeting with the principal and association representative, the meeting must be scheduled within fifteen (15) calendars of receipt of the appeal request.
o Within five (5) calendar days after the Level One Appeal meeting the Superintendent will issue in writing his/her rulings on the Level One Appeal.
o If the appeal is resolved the appeal is closed. If the appeal is unresolved at Level One the appeal shall be automatically submitted to the Level Two Appeal.
• Level Two Appeal
o Level Two Appeal shall be heard by an Appeals Panel.
o Appeal Panel – the appeals panel shall be comprised of three individuals one chosen by the administrators association, one by the school District and one mutually agreed to by the individuals chosen by the respective parties. The principal requesting the appeal and the lead evaluator responsible for the principal's APPR evaluation are ineligible to sit on the Appeal Panel.
o The appeal shall include a written description of the specific areas of disagreement over the principal's performance review as prescribed in Section 3012-c of the Education Law, or where applicable the issuance and /or implementation of the terms of his/her improvement plan in accordance with the requirements set forth in Section 3012-c of the Education Law.
o The principal shall include in his/her appeal the disputed performance review or improvement plan. In addition, the principal may submit other documents or materials in support of his/her appeal. The principal may also request information from the school district that is relevant to his/her appeal, and that information shall be disclosed within ten (10) calendar days. Any information that is not submitted at the time the response is filed shall not be considered on behalf of the principal in the deliberations related to resolution of the appeal.
o Within ten (10) calendar days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the points(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response.
o The Appeal Panel may request additional information in writing or may at its discretion request to question anyone deemed relevant to their deliberations. Any additional information requested or questioning of individuals must be completed within ten (10) calendar days of receipt of appeal.
o The panel shall review and render a decision on the principal's appeal within ten (10) calendar days of the receipt of any additional information requested, or if no additional information is requested within ten (10) calendar days of receipt of the district's response.

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.

3.1. The Superintendent shall be the lead evaluator for all principals. Based on that the Superintendent is the sole lead evaluator, there is no nead to ensure inter-rater reliability. The Superintendent will be certified as a lead evaluator for principals.
3.2. All observational evidence shall be collected by the Lead Evaluator.
3.3. The District Superintendent will ensure that lead evaluators participate in annual training and are certified and recertified on an annual basis. The BOCES Network Team will be utilized to provide training and recertification. Any individual who fails to achieve required training and certification or re-certification, as applicable, shall not conduct or complete evaluations.

3.4. Any administrator who evaluates building principals shall be required to participate in at least 12 hours of training.
3.5. It is imperative for the principal's APPR that the evaluator certification adhere to the following NYSED standards:
3.5.1. ISLLC 2008 Leadership Standards.
3.5.2. Evidence based observation techniques.
3.5.3. Application and use of the student growth and value added growth model.
3.5.4. Application and use of State approved principal rubrics to use.
3.5.5. Application and use of any assessment tools to be used in principal evaluation, (e.g. portfolios, surveys, goals).
3.5.6. Application and use of any State approved locally developed measures of student achievement.
3.5.7. Use of the Statewide Instructional Reporting System.
3.5.8. The scoring methodology used by the district.
3.5.9. Specific considerations in evaluating teachers and principals of English language.
3.5.10. Ensure inter rater reliability for the principal evaluation system.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, September 04, 2012
Updated Thursday, December 20, 2012

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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/5581/171727-3Uqgn5g9Iu/signature page 12-20-12.pdf

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

Oxford Academy and Central School District

SLO Conversion Chart

Target(s): x % of students will show growth on the summative assessment, compared to baseline data.

- Highly Effective = 84-100% of students will meet the growth target on the summative assessment.
- Effective = 44-83% of students will meet the growth target on the summative assessment.
- Developing = 20-43% of students will meet the growth target on the summative assessment.
- Ineffective = 0-19% of students will meet the growth target on the summative assessment.

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
% of students	98-100	92-97	84-91	77-83	70-76	68-69	64-67	60-63	56-59	52-55	48-51	44-47	40-43	36-39	32-35	28-31	24-27	20-23	15-19	9-14	0-8

Oxford Academy and Central School District

15% Local Measure Point Conversion Chart (for teachers for whom there is an approved value-added measure)

Target(s): % of students in a teacher's class who will demonstrate proficiency on a state, Acuity, or local assessment. Proficiency is defined as (3 or 4) on the state exam or Acuity final assessment, or a (65) on a local or regionally developed assessment or Regents assessment. Teachers will be awarded HEDI points based on the percent of students meeting or exceeding their achievement goals which may vary by course.

- Highly Effective = 89-100% of students will achieve a score of 3 or 4 on the State Exam or Acuity or 65 or better on the locally-developed or Regents exam.
- Effective = 50-88% of students will achieve a score of 3 or 4 on the State Exam or Acuity or 65 or better on the locally-developed or Regents exam.
- Developing = 20-49% of students will achieve a score of 3 or 4 on the State Exam or Acuity or 65 or better on the locally-developed or Regents exam.
- Ineffective = 0-19% of students will achieve a score of 3 or 4 on the State Exam or Acuity or 65 or better on the locally-developed or Regents exam.

Highly Effective	Effective	Developing	Ineffective

	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of students	95-100	89-94	82-88	75-81	68-74	62-67	56-61	50-55	44-49	38-43	32-37	26-31	20-25	15-19	9-14	0-8

Oxford Academy and Central School District

20% Local Measure

Target(s): % of students in a teacher's class who will demonstrate proficiency on a state, Acuity, or local assessment. Proficiency is defined as a 3 or 4 on the state exam or Acuity final assessment, or a 65 on a local or regionally developed assessment or Regents assessment. Teachers will be awarded HEDI points based on the percent of students meeting or exceeding their achievement goals which may vary by course.

- Highly Effective = 89-100% of students will achieve a score of 3 or 4 on the State Exam or Acuity or 65 or better on locally-developed or Regents exam.
- Effective = 50-88% of students will achieve a score of 3 or 4 on the State Exam or Acuity or 65 or better on the locally-developed or Regents exam.
- Developing = 20-49% of students will achieve a score of 3 or 4 on the State Exam or Acuity or 65 or better on the locally-developed or Regents exam.
- Ineffective = 0-19% of students will achieve a score of 3 or 4 on the State Exam or Acuity or 65 or better on the locally-developed or Regents exam.

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
% of students	98-100	92-97	84-91	77-83	70-76	68-69	64-67	60-63	56-59	52-55	48-51	44-47	40-43	36-39	32-35	28-31	24-27	20-23	15-19	9-14	0-8

Oxford Academy and CSD –Methodology for converting Rubric Scores to HEDI categories

Total for 60 points:

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion Score for composite
	Ineffective 0-49	
1		0
1.1		12
1.2		25
1.3		37
1.4		49
	Developing 50-56	
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
	Effective 57-58	
2.5		57
2.6		57
2.7		57
2.8		58
2.9		58
3		58
3.1		58
3.2		58
3.3		58
3.4		58
	Highly Effective 59-60	
3.5		59
3.6		59
3.7		59
3.8		59
3.9		60
4		60

- The Locally-selected measures of growth or achievement will use the HEDI methodology in the assignment of rating and points as illustrated in the table below:

Rating	Rating Description that will be used in determining the assignment of the rating	Rubric Points Non-Value-Added	Rubric Points Value-Added
Highly effective	Results are well-above District expectations for growth or achievement of student learning standards for grade/subject.	18-20	14-15
Effective	Results meet District expectations for growth or achievement of student learning standards for grade/subject.	9-17	9-13
Developing	Results are below District expectations for growth or achievement of student learning standards for grade/subject.	3-8	3-8
Ineffective	Results are well-below District expectations for growth or achievement of student learning standards for grade/subject.	0-2	0-2

- Grade 5-8 Middle School Local Assessment – applies to all 5-8 middle school principals
    - The 5-8 middle schools principal's local assessment measure will be an achievement value that seventy-six percent (76%) percent of 8th grade students will earn proficient, Level 3 or higher on the 8th grade state science. The breakdown of points awarded for reaching the agreed achievement will be as follows:
    - The percentage goal selected will be considered the effective rating equivalent and the principal would receive thirteen (13) points on a value-added model. . For every half percentage point above the target goal one (1) point will be added to the target goal point value. For every two (2) percentage point below the targeted goal that is attained, one (1) point would be deducted from the respective effective goal value until the lowest value of zero (0) is attained. The following tables illustrate the score breakdown.

- The following table illustrates the scoring for the value-added model.

Achievement Goal - 76% of 8th grade students will earn proficient, Level Three on the 8th grade State Science		
HEDI Rating	Achievement %	Points
Highly Effective	77%-100%	15
	76.5%	14
Effective	76.0%	13
	74-75%	12
	72-73%	11
	70-71%	10
	68-69%	9
	66-67%	8
Developing	64-65%	7
	62-63%	6
	60-61%	5
	58-59%	4
	56-57%	3
Ineffective	54-55%	2
	52-53%	1
	0-51%	0

- Grade Pk-4 and 9-12 School's Local Assessment – applies to all grade PK-4 and 9-12 principals.
    - The principal's local assessment measure will be an achievement value that 90% of all 10th grade students will earn proficient, 65 or higher on the Living Environment Regents. The breakdown of points awarded for reaching the agreed achievement will be as follows:
    - The percentage goal selected will be considered the effective rating equivalent and the principal would receive thirteen (13) points on a value-added model. . For every half percentage point above the target goal one (1) point will be added to the target goal point value. For every two (2) percentage point below the targeted goal that is attained, one (1) point would be deducted from the respective effective goal value until the lowest value of zero (0) is attained. The following tables illustrate the score breakdown.

- The following table illustrates the scoring for the value-added model.

Achievement Goal - 90% of 10th grade students will earn proficient, 65 or better on the Living Environment Regents Exam		
HEDI Ratings	Achievement %	Points
Highly Effective	91-100%	15
	90.5%	14
Effective	90%	13
	88-89%	12
	86-87%	11
	84-85%	9
	82-83%	8
Developing	80-81%	7
	78-79%	6
	76-77%	5
	74-75%	4
	72-73%	3
Ineffective	70-71%	2
	68-69%	1
	0-67%	0

Section 9.7 OACSD's Lead Evaluator's award of points to the principal and conversion to HEDI score.

Each principal will be observed three (3) times and each observation will have equal weighting.

The practice rubric will be the NYSED approve McRel Rubric. The scoring for the McRel Rubric will be one (1) to five (5) points for each of the achievement areas listed on the Rubric with Not Demonstrated equal to one (1) point, Developing equal to two (2) points, Proficient equal to three (3) points, Accomplished equal to four (4) points and Distinguished equal to five (5) points. The associated number of points for each element will be awarded to the principal based upon the observation of the Lead Evaluator. The maximum points a principal may earn for each element in the rubric is five (5) points.

Using the McRel rubric the Lead Evaluator shall check each box that describes the observation of the principal. The rating score shall be the score associated with the descriptive rating for the attribute observed. If within the element being measured a lower rating box is not checked the evaluator will be expected to issue constructive feedback to the principal explaining the omission and what actions the principal should consider to have to be able to include that attribute within the observation.

The points will be summed and then divided by the number of elements that were observed, the result would be a number between one (1) and five (5). The result is then converted to the HEDI score using the table below.

Section 9.7 ECSD McRel Rubric

Raw Score to HEDI Conversion.

Section 9.7 Rubric Raw Score to HEDI Conversion

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted score for Other Measures of Effectiveness
Highly Effective	59-60	4.4-5	60
		3.7-4.3	59
Effective	57-58	3.2-3.6	58
		2.8-3.1	57
Developing	50-56	2.7	56
		2.6	55

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted score for Other Measures of Effectiveness
		2.4-2.5	54
		2.2-2.3	53
		2.0-2.1	52
		1.8-1.9	51
		1.6-1.7	50
Ineffective	0-49	1.49-1.50	49
		1.48	48
		1.47	47
		1.46	46
		1.45	45
		1.44	44
		1.43	43
		1.42	42
		1.41	41
		1.40	40
		1.39	39
		1.38	38
		1.37	37
		1.36	36
Ineffective (cont'd)		1.35	35
		1.34	34
		1.33	33
		1.32	32
		1.31	31
		1.30	30

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted score for Other Measures of Effectiveness
		1.29	29
		1.28	28
		1.27	27
		1.26	26
		1.25	25
		1.24	24
		1.23	23
		1.22	22
		1.21	21
		1.20	20
		1.19	19
		1.18	18
		1.17	17
		1.16	16
		1.15	15
		1.14	14
		1.13	13
		1.12	12
		1.11	11
Ineffective (cont'd)		1.10	10
		1.09	9
		1.08	8
		1.07	7
		1.06	6
		1.05	5

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted score for Other Measures of Effectiveness
		1.04	4
		1.03	3
		1.02	2
		1.01	1
		1.00	0

6 Principal Improvement Plan- Oxford Academy and Central School District

6.1 If a principal is rated as Developing or Ineffective based on the Overall Composite Score as listed in the table in section 8.1 of this Article, the district must develop and commence implementation of a principal improvement plan (PIP) for such principal no later than ten (10) schooldays after the opening date for the school year, (pursuant to Laws of New York State, 2010 Chapter 103).

6.2 The PIP shall be designed as follows:

6.2.1 The PIP must be completed in writing.

6.2.2 The PIP shall articulate what professional assistance the school district shall provide to the principal, including assignment of a mentor, enrollment at conferences or professional development workshops or trainings, or provide additional administrative support to ensure the principal's successful completion of the improvement plan.

6.2.3 All three areas comprising the composite score, (State Assessment, Local Assessment and Other Measures of Effectiveness) must be included in the PIP

6.2.4 Area(s) for improvement in the Other Measures of Effectiveness must be clearly linked to the practice rubric or the ISLLC 2008 standards.

6.2.5 Once all area(s) have been listed, specific deficiencies must be detailed.

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6.2.6 Remedial improvements must be detailed with sufficient specificity so that the principal's course of action is clear and measurable.

6.2.7 Extra support to be given to the principal must be clearly specified.

6.2.8 The minimum period for the PIP is the end of the school year in which the PIP is created.

6.2.9 The supervisor/evaluator must meet minimally, monthly, with the principal to review the PIP and the progress noted to date. At the meeting, the principal shall be provided with a written report reflecting his/her progress toward the articulated goals. Addition meetings may be held if deemed necessary by the Superintendent or the Principal. Constructive and positive feedback must be the goal of the supervisor/evaluator in handling the PIP.

6.2.10 A formal, final meeting shall be held within ten (10) school days of the completion of the improvement plan.

6.2.11 Within ten (10) school days of the final meeting, the Superintendent shall issue a final written summative assessment delineating progress made with an opportunity for comments by the principal.

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6.2.12 Principal Improvement Plan

NAME_____ SCHOOL_____ SCHOOL YEAR_____

Rubric Domain: _____ Rubric Element _____ State Assessment_____ Local Assessment _____

Area(s) in Need of Improvement	Desired Outcomes	Activities to Support the Achievement of the Desired Outcomes	Timeline for Completion	Resources to be provided by the District	Evidence to Support Achievement of Goal	Was Desired Outcome Achieved (Y/N date)

Duplicate as necessary

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6.2.13 Definition of the terms used on the Form in 9.2.12:

6.2.13.1 **Area(s) in Need of Improvement**-The Lead Evaluator will only list those areas in need of improvement that were directly responsible for the principal receiving an Ineffective or Developing Rating.

6.2.13.2 Desired Outcomes-The Lead Evaluator will provide specific success driven outcome/goal statements

6.2.13.3 **Activities to Support the Achievement of the Desired Outcomes-** The Lead Evaluator will list the activities that the principal should engage in to meet the desired outcomes.

6.2.13.4 **Timeline for Completion-**The Lead Evaluator will meet with the Principal monthly to assess the progress of the Principal. If at any time the Lead Evaluator determines that a goal has been met, it will be noted on the attached chart.

6.2.13.5 **Resources to be provided by the District-**The Lead Evaluator will list the resources that will be provided to assist the Principal in achieving the desired outcomes.

6.2.13.6 **Evidence to Support Achievement of Goal-**The Lead Evaluator and the Principal will mutually decide what items will be presented in support of goal attainment.

Was Desired Outcome Achieved (Y/N date)—The Lead Evaluator will indicate on the chart when specific outcome has been met.

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OXFORD ACADEMY AND CENTRAL SCHOOL DISTRICT
TEACHER IMPROVEMENT PLAN

Teacher: _____ School year: _____

Area(s) in Need of Improvement:

Program for Performance Improvement:

Timeline for Checking Teacher Performance:

Evidence Gathered on Teacher Performance:

Date for TIP Plan Conference:

_____ _____
Teacher Signature Administrator Signature

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 the 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:

DES Richards 12/20/12

Teachers Union President Signature: Date:

12/20/12

Administrative Union President Signature: Date:

Dawn A. Hover 12/20/12

Board of Education President Signature: Date:

12/20/12