



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

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June 25, 2015

**Revised**

Dr. Charles Khoury, Interim Superintendent  
Sullivan BOCES  
6 Wierk Avenue  
Liberty, NY 12754

Dear Superintendent Khoury:

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

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

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

Thank you again for your hard work.

Sincerely,

Elizabeth R. Berlin  
Acting Commissioner

Attachment

**NOTE:**

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

# Annual Professional Performance Reviews

Created: 09/24/2013

Last updated: 06/25/2015

The contents of this form represent the Annual Professional Performance Review Plan for classroom teachers and building principals of ULSTER BOCES. The primary objective of teacher and principal evaluation is to provide educators the feedback they need to improve instruction and help every student attain college and career readiness. Pursuant to Education Law Section 3012-c, this Annual Professional Performance Review Plan is being submitted to the Commissioner on behalf of ULSTER BOCES for the review of all its classroom teachers and building principals. Once approved, ULSTER BOCES will post this form online for all member of the ULSTER BOCES community so everyone understands what ULSTER BOCES expects of its classroom teachers and building principals.

NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 629000000000

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

599000000000

#### 1.2) School District Name: ULSTER BOCES

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

SULLIVAN BOCES

#### 1.3) Assurances

Please check all of the boxes below:

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

#### 1.4) Submission Status

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

Re-submission to address deficiencies

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

Created: 09/24/2013

Last updated: 06/25/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### Page 1

#### **STATE-PROVIDED MEASURES OF STUDENT GROWTH**

##### **(25 points with an approved value-added measure)**

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

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

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

#### **2.1) Assurances**

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

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

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

- State assessments, *required if one exists*
- List of State-approved 3<sup>rd</sup> party assessments
- District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
- School- or BOCES-wide, group or team results based on State assessments

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

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

## 2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	SCBOCES ELA K assessment
1	District, regional, or BOCES-developed assessment	SCBOCES ELA Grade 1 assessment
2	District, regional, or BOCES-developed assessment	SCBOCES ELA Grade 2 assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the number of students who meet the established target for performance in a course, as measured by student learning objectives, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the HEDI scale chart attached.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	86-100% of students meeting the target is considered highly effective
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	53-85% of students meeting the target is considered effective
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	23-52% of students meeting the target is considered developing

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-22% of students meeting the target is considered ineffective
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**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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the number of students who meet the established target for performance in a course , as measured by student learning objectives, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the HEDI scale chart attached.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	86-100% of students meeting the target is considered highly effective
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	53-85% of students meeting the target is considered effective
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	23-52% of students meeting the target is considered developing
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-22% of students meeting the target is considered ineffective

**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	SCBOCES GRADE 6 Science assessment
7	District, regional or BOCES-developed assessment	SCBOCES Science Grade 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the number of students who meet the established target for performance in a course , as measured by student learning objectives, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the HEDI scale chart attached.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	86-100% of students meeting the target is considered highly effective
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	53-85% of students meeting the target is considered effective
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	23-52% of students meeting the target is considered developing
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-22% of students meeting the target is considered ineffective

## 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	SC BOCES SOCIAL STUDIES grade 6
7	District, regional or BOCES-developed assessment	SCBOCES Social Studies Grade 7 assessment
8	District, regional or BOCES-developed assessment	SCBOCES Social Studies Grade 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the number of students who meet the established target for performance in a course , as measured by student learning objectives, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the HEDI scale chart attached. Teachers whose students utilize the NYSAA will likely need an SLO. Back-up SLO's will be developed with teachers who it is anticipated may not have sufficient student participation to yield a growth score
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100% of students meeting the target is considered highly effective
Effective (9 - 17 points) Results meet District goals for similar students.	53-85% of students meeting the target is considered effective
Developing (3 - 8 points) Results are below District goals for similar students.	23-52% of students meeting the target is considered developing

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-22% of students meeting the target is considered ineffective
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**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	SCBOCES Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the number of students who meet the established target for performance in a course , as measured by student learning objectives, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the HEDI scale chart attached.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100% of students meeting the target is considered highly effective
Effective (9 - 17 points) Results meet District goals for similar students.	53-85% of students meeting the target is considered effective
Developing (3 - 8 points) Results are below District goals for similar students.	23-52% of students meeting the target is considered developing
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-22% of students meeting the target is considered ineffective

**2.7) High School Science Regents Courses**

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

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

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

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI

rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the number of students who meet the established target for performance in a course , as measured by student learning objectives, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the HEDI scale chart attached.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100% of students meeting the target is considered highly effective
Effective (9 - 17 points) Results meet District goals for similar students.	53-85% of students meeting the target is considered effective
Developing (3 - 8 points) Results are below District goals for similar students.	23-52% of students meeting the target is considered developing
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-22% of students meeting the target is considered ineffective

## 2.8) High School Math Regents Courses

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

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

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

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

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the number of students who meet the established target for performance in a course . Algebra:The BOCES may administer both the Integrated Algebra Regents and the Common Core Algebra Regents so long as it is permitted by SED. The higher of the two scores will be used for APPR purposes." Geometry: "Since Geometry is a two-year course, the BOCES will administer only the 2005 Standards Geometry Regents for the 2014-15 school year. For the 2015-16 school year and thereafter, the BOCES may administer both the 2005 Standards Geometry Regents and the Common Core Geometry Regents so long as it is permitted by SED. The higher of the two scores will be used for APPR purposes. Teachers will be assigned 0-20 points within the HEDI rating categories as identified on the HEDI scale chart attached. If Algebra 2 is offered to any student the Regents assessment for that course will be the measure for APPR purposes
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100% of students meeting the target is considered highly effective
Effective (9 - 17 points) Results meet District goals for similar students.	53-85% of students meeting the target is considered effective

Developing (3 - 8 points) Results are below District goals for similar students.	23-52% of students meeting the target is considered developing
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-22% of students meeting the target is considered ineffective

## 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	SCBOCES Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	SCBOCES Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Comprehensive Regents Assessment Grade 11 ELA

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the number of students who meet the established target for performance in a course. The BOCES will administer the Comprehensive ELA Regents and the Common Core ELA Regents, using the higher score for the APPR rating as long as it is permitted by SED. Then the BOCES will administer only the Common Core ELA Regents. Teachers will be assigned 0-20 points within the HEDI rating categories as identified on the HEDI scale chart attached.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100% of students meeting the target is considered highly effective
Effective (9 - 17 points) Results meet District goals for similar students.	53-85% of students meeting the target is considered effective
Developing (3 - 8 points) Results are below District goals for similar students.	23-52% of students meeting the target is considered developing
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-22% of students meeting the target is considered ineffective

## 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". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2<sup>nd</sup> drop-down option applies to grades 3 and above and



<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/660048-TXEttx9bQW/Student%20Learning%20Objective%20timeline\_4.docx">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/660048-TXEttx9bQW/Student%20Learning%20Objective%20timeline\_4.docx</a>

## 2.12) Locally Developed Controls

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

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

None

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

### 3. Local Measures (Teachers)

Created: 09/24/2013

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For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

#### Page 1

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

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers.

Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7<sup>th</sup> grade math State assessment compared to those same students’ performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students’ performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Star READING Enterprise
5	4) State-approved 3rd party assessments	Star READING Enterprise
6	4) State-approved 3rd party assessments	Star READING Enterprise
7	4) State-approved 3rd party assessments	Star READING Enterprise
8	4) State-approved 3rd party assessments	Star READING Enterprise

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.	Baseline assessments will be administered during the first month of school. Teachers in consultation with their administrators will develop individual student growth targets based on prior performance and baseline data. The total number of students who meet or exceed their target on the end of the year Star Reading assessment will be converted to a percentage. The percentage will yield a HEDI score (0-15 or 0-20) based on the percentage of students who meet the established target for performance in a course, teachers will be assigned a 0-15 or 0-20 points with the HEDI rating categories as identified in the HEDI scale chart attached. Teachers can achieve all score points 0-15 or 0-20.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students meeting the target is considered highly effective
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-85% of students meeting the target is considered effective
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23-52% of students meeting the target is considered developing
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-22% of students meeting the target is considered ineffective

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Star MATH Enterprise
5	4) State-approved 3rd party assessments	Star MATH Enterprise
6	4) State-approved 3rd party assessments	Star MATH Enterprise
7	4) State-approved 3rd party assessments	Star MATH Enterprise
8	4) State-approved 3rd party assessments	Star MATH Enterprise

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.	Baseline assessments will be administered during the first month of school. Teachers in consultation with their administrators will develop individual student growth targets based on prior performance and baseline data. The total number of students who meet or exceed their target on the end of the year Star MATH assessment will be converted to a percentage. The percentage will yield a HEDI score (0-15 or 0-20) based on the percentage of students who meet the established target for performance in a course, teachers will be assigned a 0-15 or 0-20 points with the HEDI rating categories as identified in the HEDI scale chart attached. Teachers can achieve all score points 0-15 or 0-20.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students meeting the target is considered highly effective

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-85% of students meeting the target is considered effective
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23-52% of students meeting the target is considered developing
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-22% of students meeting the target is considered ineffective

### 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.

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/660112-rhJdBgDruP/3.3Local%20Measure%20of%20student%20achievement%20timeline\\_1.docx](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/660112-rhJdBgDruP/3.3Local%20Measure%20of%20student%20achievement%20timeline_1.docx)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

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

### 3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	7) Student Learning Objectives	SCBOCES ELA K assessment
1	7) Student Learning Objectives	SCBOCES ELA Grade 1 assessment
2	7) Student Learning Objectives	SCBOCES ELA Grade 2 assessment
3	7) Student Learning Objectives	SCBOCES ELA Grade 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.	Based on the number of students who meet the established target for performance in a course, as measured by student learning objectives, teachers will be assigned a 0-20 points with the HEDI rating categories as identified in the HEDI scale chart attached.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students meeting the target is considered highly effective
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-85% of students meeting the target is considered effective
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23-52% of students meeting the target is considered developing
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-22% of students meeting the target is considered ineffective

### 3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	7) Student Learning Objectives	SCBOCES Math K assessment

1	7) Student Learning Objectives	SCBOCES Math Grade 1 assessment
2	7) Student Learning Objectives	SCBOCES Math Grade 2 assessment
3	7) Student Learning Objectives	SCBOCES Math Grade 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.	Based on the number of students who meet the established target for performance in a course, as measured by student learning objectives, teachers will be assigned a 0-20 points with the HEDI rating categories as identified in the HEDI scale chart attached.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students meeting the target is considered highly effective
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-85% of students meeting the target is considered effective
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	23-52% of students meeting the target is considered developing
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-22% of students meeting the target is considered ineffective

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	7) Student Learning Objectives	SCBOCES Science Grade 6 assessment
7	7) Student Learning Objectives	SCBOCES Science Grade 7 assessment
8	7) Student Learning Objectives	State assessment Science Grade 8

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.	Based on the number of students who meet the established target for performance in a course, as measured by student learning objectives, teachers will be assigned a 0-20 points with the HEDI rating categories as identified in the HEDI scale chart attached.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students meeting the target is considered highly effective
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-85% of students meeting the target is considered effective

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23-52% of students meeting the target is considered developing
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-22% of students meeting the target is considered ineffective

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	7) Student Learning Objectives	SCBOCES Social Studies Grade 6 assessment
7	7) Student Learning Objectives	SCBOCES Social Studies Grade 7 assessment
8	7) Student Learning Objectives	SCBOCES Social Studies Grade 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.	Based on the number of students who meet the established target for performance in a course, as measured by student learning objectives, teachers will be assigned a 0-20 points with the HEDI rating categories as identified in the HEDI scale chart attached.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students meeting the target is considered highly effective
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-85% of students meeting the target is considered effective
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23-52% of students meeting the target is considered developing
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-22% of students meeting the target is considered ineffective

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	7) Student Learning Objectives	SCBOCES Global 1 assessment
Global 2	7) Student Learning Objectives	Regents Global
American History	7) Student Learning Objectives	Regents American History

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.	Based on the number of students who meet the established target for performance in a course, as measured by student learning objectives, teachers will be assigned a 0-20 points with the HEDI rating categories as identified in the HEDI scale chart attached.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students meeting the target is considered highly effective
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-85% of students meeting the target is considered effective
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23-52% of students meeting the target is considered developing
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-22% of students meeting the target is considered ineffective

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	7) Student Learning Objectives	Regents Living Environment
Earth Science	7) Student Learning Objectives	Regents Earth Science
Chemistry	7) Student Learning Objectives	Regents Chemistry
Physics	7) Student Learning Objectives	Regents 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.	Based on the number of students who meet the established target for performance in a course, as measured by student learning objectives, teachers will be assigned a 0-20 points with the HEDI rating categories as identified in the HEDI scale chart attached.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students meeting the target is considered highly effective
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-85% of students meeting the target is considered effective

Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23-52% of students meeting the target is considered developing
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-22% of students meeting the target is considered ineffective

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	4) State-approved 3rd party assessments	Star MATH Enterprise 9-12
Geometry	4) State-approved 3rd party assessments	Star MATH Enterprise 9-12
Algebra 2	4) State-approved 3rd party assessments	Star MATH Enterprise 9-12

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

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

NOTE: As applicable, for Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Baseline assessments will be administered during the first month of school. Teachers in consultation with their administrators will develop individual student growth targets based on prior performance and baseline data. The total number of students who meet or exceed their target on the end of the year Star MATH Enterprise 9-12 assessment will be converted to a percentage. The percentage will yield a HEDI score ( 0-20) based on the percentage of students who meet the established target for performance in a course, teachers will be assigned a 0-20 points with the HEDI rating categories as identified in the HEDI scale chart attached. Teachers can achieve all score points (0-20).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students meeting the target is considered highly effective
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-85% of students meeting the target is considered effective
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23-52% of students meeting the target is considered developing
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-22% of students meeting the target is considered ineffective

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	7) Student Learning Objectives	SCBOCES ELA Grade 9 assessment
Grade 10 ELA	7) Student Learning Objectives	SCBOCES ELA Grade 10 assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	Regents Grade 11 ELA

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Based on the number of students who meet the established target for performance in a course the measure for APPR purposes will be the SCBOCES developed assessment or the the regents comprehensive exam. Teachers will be assigned a 0-20 points with the HEDI rating categories as identified in the HEDI scale chart attached. Note: BOCES will administer the Comprehensive ELA Regents and the Common Core ELA Regents as long as it is permitted by SED. The Higher of the scores will be used for APPR purposes. After that point the BOCES will administer only the Common Core ELA Regents.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students meeting the target is considered highly effective
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-85% of students meeting the target is considered effective
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23-52% of students meeting the target is considered developing
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-22% of students meeting the target is considered ineffective

### 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All CTE Courses	7) Student Learning Objectives	SCBOCES CTE course assessment



### 3.14) Locally Developed Controls

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

None

### 3.15) Teachers with More Than One Locally Selected Measure

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

For teachers who have multiple, locally selected measures, all student scores will be combined into an overall score, weighted proportionally based on the number of students in each section or course.

### 3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
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
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
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
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
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked

Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Checked

## 4. Other Measures of Effectiveness (Teachers)

Created: 09/24/2013

Last updated: 06/25/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

Rubric	Thoughtful Classroom Teacher Effectiveness Framework
Second Rubric, if applicable	(No response)

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

na

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

Structured reviews of lesson plans, student portfolios and other teacher artifacts	0
--	---

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

(No response)

**4.3) Survey Tools (if applicable)**

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

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(No response)
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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.

Tripod Early Elementary Student Perception Survey K-2	(No response)
Tripod Elementary Student Perception Survey 3-5	(No response)
Tripod Secondary Student Perception Survey	(No response)
District Variance	(No response)
My Student Survey, LLC's Survey of Teacher Practice (STeP) survey for use in grades 3-12	(No response)

**4.4) Assurances**

Please check all of the boxes below:

Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
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.

All ten dimensions of the Thoughtful Classroom Framework (TCF) are used for both the announced and unannounced observations as well as the evidence reviewed at the pre and post observation meetings. Each dimension of the TCF will be rated by the observer on a 1-4 (low to high) scale. The scores from multiple observations/observers are reconciled by using the highest rating obtained in each dimension

over the course of the year's classroom observations (can be multiple observers).

The scores for Dimensions 1, 2, 3 and 4 are averaged to obtain a Composite Score, and the scores for Dimension 5-9 are likewise averaged to obtain a second Composite Score, Dimension 10's score stands alone. A weighting is applied to each of these three Composite scores as follows: FOR TENURED TEACHERS: The average Composite Score of Dimensions 1-4 has a weighting of .40 applied, the average Composite Score of Dimensions 5-9 has a weighting of .40 applied, and the Dimension 10 score has a weighting of .20 applied. The three weighted scores are added to obtain a final score (0-4). FOR NON- TENURED TEACHERS: The average Composite Score of Dimensions 1-4 has a weighting of .50 applied, the average Composite Score of Dimensions 5-9 has a weighting of .40 applied, and the Dimension 10 score has a weighting of .10 applied. The three weighted scores are added to obtain a final score (0-4). All teachers can earn any score 0-4) . Cumulative Scores are counted to the second decimal place and traditional rounding rules are used (>=.50 round up and <.50 round down)

Once you have the Cumulative score, the conversion chart (attached) is applied to obtain the number of points (0-60) earned.

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/660192-eka9yMJ855/4.5%20Summative%20Rating%20of%20Other%20Measures%20-%20Tenure%20Staff%20and%20Untenured%20Staff.pdf>

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	59-60 points based on converted score earned (see chart)
Effective: Overall performance and results meet NYS Teaching Standards.	57-58 points based on converted score earned (see chart)
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	50-56 points based on converted score earned (see chart)
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-49 points based on converted score earned (see chart)

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
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?

**Responses Selected:**

Both
------

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

**Responses Selected:**

Both
------

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
-------------	---

Informal/Short

0

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

**Responses Selected:**

Both

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

**Responses Selected:**

Both

## 5. Composite Scoring (Teachers)

Created Tuesday, September 24, 2013

Updated Wednesday, July 23, 2014

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### Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall  
Composite Score

Highly Effective  
18-20  
18-20  
Ranges determined locally--see below  
91-100

Effective  
9-17  
9-17  
75-90

Developing  
3-8  
3-8  
65-74

Ineffective  
0-2  
0-2  
0-64

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

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

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

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

Overall  
Composite Score

Highly Effective  
22-25  
14-15  
Ranges determined locally--see above  
91-100

Effective  
10-21  
8-13  
75-90

Developing  
3-9  
3-7  
65-74

Ineffective  
0-2  
0-2  
0-64

## 6. Additional Requirements - Teachers

Created: 09/24/2013

Last updated: 06/25/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Teacher Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### Page 1

#### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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
Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas	Checked

#### 6.2) Attachment: Teacher Improvement Plan Forms

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

<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12193/660371-Df0w3Xx5v6/Teacher%20Improvement%20Plan.docx">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12193/660371-Df0w3Xx5v6/Teacher%20Improvement%20Plan.docx</a>

#### 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:

Sullivan County BOCES  
APPR Appeals Process

## Introduction

Appeals are limited to tenured personnel who receive a rating of "ineffective." Rights of probationary personnel pursuant to Education Law Section 3012-c(5) remain in force. Appeals shall follow the levels as described below, in the order written. Note that the term "days" used throughout this document means scheduled employee work days (i.e., a personal days would count as one of these days). Also, Items not meeting the time line requirements must be viewed as resolved at the lowest level of involvement.

### Level 1 – Discussion with the Evaluator

Personnel who disagree with the ineffective rating in their summative evaluation will make a formal, written request (email or letter) for a professional discussion with the person designated as responsible for the summative evaluation (for the purposes of this document we will call that person the Supervisor). Said request must be made within five (5) days of receipt of the summative evaluation. The request will specify the area(s) of concern, but must be limited to those matters that may be appealed as prescribed by the regulation (Ed Law 3012-c).

The discussion must occur within five (5) days of the request. The parties may be accompanied by other staff. At this meeting the parties may bring artifacts or evidence related to the evaluation to support their respective positions.

The Supervisor must render a written decision within five (5) days of the discussion. It shall be the duty of the Supervisor to answer the question, "Has the employee demonstrated that the APPR should be modified?" In the course of answering this question, the Supervisor may consider claims of procedural violations and shall determine whether the claimed violations are significant enough to warrant modification of the APPR. The Supervisor may either revise the evaluation or leave it unchanged.

### Level 2 – Senior Manager

If the matter is not resolved at Level 1, personnel may make a formal, written request (letter) for a review by the in-line Senior Manager or the Deputy Superintendent. Said request must be made within ten (10) days of receipt of the decision at Level 1. The request will specify the area(s) of concern, but must be limited to those matters that were addressed through the Level 1 process.

No additional evidence or artifacts may be submitted beyond those submitted at Level 1. However, the Senior Manager or Deputy Superintendent may meet with individuals and or request other evidence, if he/she chooses and must note this to the parties. Individuals who are called to meet may bring other staff with them.

The Senior Manager or Deputy Superintendent will render a written decision within fifteen (15) days of receipt of the written request for Level 2 appeal. It shall be the duty of the Senior Manager or Deputy Superintendent to answer the question, "Has the employee demonstrated that the APPR should be modified?" In the course of answering this question, the Senior Manager or Deputy Superintendent may consider claims of procedural violations and shall determine whether the claimed violations are significant enough to warrant modification of the APPR. He/she may sustain the position of one of the parties or may return the decision for additional Level 1 discussion.

### Level 3 –ReviewPanel

If the matter is not resolved at Level 2, personnel may make a formal, written request (letter) for a review by the Review Panel. This panel consists of two (2) unit members selected by the SCBTA President and two (2) administrators selected by the District Superintendent. All Review Panel members must be trained in the APPR process, the appeals process and in Education Law Section 3012-c(5) (training to be provided by an paid for by the BOCES). None of the panel members may be involved in other levels of the appeals process. Said request

must be made within ten (10) days of receipt of the decision at Level 2. The request will specify the area(s) of concern, but must be limited to those matters that were addressed through the Level 1 and Level 2 processes.

No additional evidence or artifacts may be submitted beyond those previously submitted at Level 2. The Panel will review the evidence and artifacts, and will render a decision in writing within fifteen (15) days of receipt of the written request for Level 3 appeal. No minority decision will be written. It shall be the duty of the Review Panel to answer the question, "Has the employee demonstrated that the APPR should be modified?" In the course of answering this question, the Review Panel may consider claims of procedural violations and shall determine whether the claimed violations are significant enough to warrant modification of the APPR. The panel may sustain the position of one of the parties or may return the decision for additional Level 1 discussion.

#### Level 4 –District Superintendent Review

If the matter is not resolved at Level 3, personnel may make a formal, written request (letter) for a review by the District Superintendent. Said request must be made within ten (10) days of receipt of the decision at Level 3. The request will specify the area(s) of concern, but must be limited to those matters that were addressed through the Level 1-3 processes.

No additional evidence or artifacts may be submitted beyond those submitted at Level 3. However, the District Superintendent may meet with individuals and or request other evidence, if he/she chooses and must note this to the parties. Individuals who are called to meet may bring other staff with them.

The District Superintendent will render a decision in writing within fifteen (15) days of receipt of the written request for Level 4 appeal. It shall be the duty of the District Superintendent to answer the question, "Has the employee demonstrated that the APPR should be modified?" In the course of answering this question, the District Superintendent may consider claims of procedural violations and shall determine whether the claimed violations are significant enough to warrant modification of the APPR. He/she may sustain the position of one of the parties, set aside the evaluation, may return the decision for additional Level 1 discussion, or take other action.

#### Level 5 –Arbitration

If the matter is not resolved at Level 4, the SCBTA may make a formal, written request (letter) for a review by an arbitrator. Said request must be made within ten (10) days of receipt of the decision at Level 4. The request will specify the area(s) of concern, but must be limited to those matters that were addressed through the Level 1-3 processes.

No additional evidence or artifacts may be submitted beyond those submitted at Level 3. In all other aspects the arbitration shall be conducted in accordance with the voluntary labor arbitration rules of the American Arbitration Association. The decision of the arbitrator shall be final and binding. The costs of any arbitration shall be borne equally by the SCBTA and the Board. It shall be the duty of the arbitrator to answer the question, "Has the employee demonstrated that the APPR should be modified?" In the course of answering this question, the arbitrator may consider claims of procedural violations and shall determine whether the claimed violations are significant enough to warrant modification of the APPR.

The arbitrator shall have no power to add, subtract, change or modify any provision of the Agreement and make no decision which requires any act prohibited by law or is in violation of the terms of this Agreement. It is the expectation that the arbitrator will conduct this phase in a manner that will reach a timely and expeditious decision.

The parties agree to use any one of these arbitrators based on availability:

Jay Siegal

Dennis Campana  
Jeffrey Selchick  
Ira Lobel  
Bonnie Siber Weinstock

The selection process will be on a rotational basis. The first individual will be called for the first occurrence. If not available the next individual is called. This occurs sequentially for all individuals. The next occurrence requiring an arbitrator will follow with the rotation with the next individual on the list.

In the event that none of the arbitrators are available, the District Superintendent and the SCBTA president each agree, to within five (5) business days, to choose another individual to act as arbitrator.

#### Conclusion

This appeal procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a unit member's performance review and/or improvement plan. A unit member may not resort to any other contractual grievance procedures for the resolution of challenges and appeals to a professional performance review and/or teacher improvement plan except as otherwise authorized by law. The appeals process was agreed to through collective bargaining and is part of the district's APPR plan.

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

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

All Lead Evaluators will initially complete a training in rubric use that meets the required criteria outlined below. Training will be updated annually through a turnkey process at the Sullivan BOCES. Inter-rater reliability will be addressed through annual training among the Lead Evaluators and all other evaluators of teachers. The initial certification process requires a minimum training period of 12 hours (2 days) and the recertification process requires a minimum of 6 hours (1 day) annually. Trainings will be scheduled during the summer months (July and August) and throughout the year as needed. The District Superintendent will certify the lead evaluators meet the requirements and will present the status of the lead evaluators annually to the Board of education.

(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 Sub part

(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

Each year all lead evaluators will participate in the Sullivan BOCES annual rating professional development activity to assure maintenance of inter-rater reliability of all evaluators over time.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:

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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
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**6.6) Assurances -- Teachers**

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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: 10/07/2013

Last updated: 06/25/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

## Page 1

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

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

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

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

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

	Special Education K-6
	Special Education 6-12 / Alternative Education
	(No response)

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

Please check the boxes below:

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

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

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

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

State assessments, *required if one exists*

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

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

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

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	Career and Technical Education: All Programs)	District, regional, or BOCES- developed	SCBOCES CTE Work Readiness Assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Based on the number of students who meet the established target for performance across courses, as measured by student learning objectives, principals will be assigned 0-20 points within the HEDI rating categories as identified on the HEDI scale chart attached.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	86-100% of students meeting the target is considered highly effective
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	53-85% of students meeting the target is considered effective
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	23-52% of students meeting the target is considered developing
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-22% of students meeting the target is considered ineffective

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.

<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/681580-lha0DogRNw/7.3%20PRINCIPAL%20STATE%20GROWTH%20AND%20LOCAL%20MEASURES.docx">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/681580-lha0DogRNw/7.3%20PRINCIPAL%20STATE%20GROWTH%20AND%20LOCAL%20MEASURES.docx</a>

#### 7.4) Special Considerations for Comparable Growth Measures

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

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

none

#### 7.5) Principals with More Than One Growth Measure

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

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

#### 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .	Checked
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
Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

## 8. Local Measures (Principals)

Created: 10/07/2013

Last updated: 06/25/2015

For guidance on locally selected measures of student achievement or growth, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### Page 1

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

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

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

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

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing/>).

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

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

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

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

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

- whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
  - (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
  - (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
  - (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
  - (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
  - (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
  - (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	Special Education K-6	(d) measures used by district for teacher evaluation	New York State ELA and Math (grades 3-6) assessments
	Special Education 6-12 / Alternative Education	(d) measures used by district for teacher evaluation	Appropriate state exams for ELA or Math 6-8 and Regents level exams for 9-12. The district will administer both the 2005 standards and the Common Core regents in Algebra I and English.

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.	The BOCES will administer both the Comprehensive ELA Regents and the Common Core ELA Regents and the 2005 Standards and the Common Core Regents for Algebra I, using the higher score for the APPR rating as long as it is permitted by SED. Principals will be assigned points as appropriate within the HEDI rating categories (0-15 or 0-20) as identified on the HEDI scale chart attached.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students meeting the target is considered highly effective
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-85% of students meeting the target is considered effective
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23-52% of students meeting the target is considered developing

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

0-22% of students meeting the target is considered ineffective

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.

<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/681625-qBFVOWF7fC/8.1PRINCIPAL%20STATE%20GROWTH%20AND%20LOCAL%20MEASURES.docx">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/681625-qBFVOWF7fC/8.1PRINCIPAL%20STATE%20GROWTH%20AND%20LOCAL%20MEASURES.docx</a>

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

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

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

**Also note:** no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State)

Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	Career and Technical Education	(i) Student Learning Objectives	SCBOCES developed CTE Work Readiness Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	<p>Individual student achievement targets will be established using pre-assessment data baseline data and student performance history as available. Those achievement targets will be determined by the principal in collaboration with their supervisor and approved by their supervisor. Based on the overall percentage of students who meet or exceed their individual achievement targets a corresponding 0-15 (or 0-20) HEDI score will be determined using the uploaded 8.1 conversion chart.</p> <p>We will utilize multiple measures for our K-12 principals. We will use the same individual student achievement process for each measure. Once the percentage of students meeting their achievement targets for each of the measures, the percentages will be averaged equally to obtain a final percentage point. This percentage data point will convert to the 0-15 (or 0-20) HEDI using the appropriate conversion conversion chart. Traditional rounding rules shall apply (<math>\geq .50</math> round up, <math>&lt; .50</math> round down).</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students meeting the target is considered highly effective
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-85% of students meeting the target is considered effective
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23-52% of students meeting the target is considered developing
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-22% of students meeting the target is considered ineffective

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/681625-T8MIGWUVm1/8.2%20PRINCIPAL%20STATE%20GROWTH%20AND%20LOCAL%20MEASURES.docx>

### 8.3) Locally Developed Controls

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

none

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

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

If Principals have more than one locally-selected measure, the measures will each earn a score from 0-15 or 0-20 points as applicable and the BOCES will weight each in proportion to the number of students covered by the measures to reach a combined score for this subcomponent.

### 8.5) Assurances

Please check all of the boxes below:

Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
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
Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
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
Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
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

<p>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.</p>	<p>Check</p>
<p>Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.</p>	<p>Check</p>
<p>Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.</p>	<p>Check</p>
<p>Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.</p>	<p>Check</p>

# 9. Other Measures of Effectiveness (Principals)

Created Monday, October 07, 2013

Updated Friday, October 10, 2014

## Page 1

### 9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric   Rubric	Thoughtful Classroom Principal Effectiveness Framework
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Second rubric (if applicable)	(No response)
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### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

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

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

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

(No response)

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

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

### 9.6) Assurances

Please check all of the boxes below:

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

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

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

A conversion scale will be used to determine HEDI ratings. (Chart attached). Final score across the ten domains of the rubric (from the lowest score of 1.0 to the highest score of 4.0) is derived from combining all domains and averaging the score. The resulting score will relate to score from 0 to 60 on the conversion chart (attached).

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

assets/survey-uploads/12205/681672-pMADJ4gk6R/principal OTHER Measure upload\_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.	59-60 points earned by principals based on the conversion score
Effective: Overall performance and results meet standards.	57-58 points earned by principals based on the conversion score
Developing: Overall performance and results need improvement in order to meet standards.	50-56 points earned by principals based on the conversion score
Ineffective: Overall performance and results do not meet standards.	0-49 points earned by principals based on the conversion score

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	2
By trained administrator	1
By trained independent evaluator	0
Enter Total	3

### Tenured Principals

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

# 10. Composite Scoring (Principals)

Created Monday, October 07, 2013

Updated Wednesday, July 23, 2014

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

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

Overall  
Composite Score

Highly Effective  
22-25  
14-15  
Ranges determined locally--see above  
91-100

Effective  
10-21  
8-13  
75-90

Developing  
3-9  
3-7  
65-74

Ineffective  
0-2  
0-2  
0-64

# 11. Additional Requirements - Principals

Created: 10/07/2013

Last updated: 06/25/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Principal Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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
Assure that PIPs shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas	Checked

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12168/681716-Df0w3Xx5v6/principal%20improvement%20plan.docx">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12168/681716-Df0w3Xx5v6/principal%20improvement%20plan.docx</a>

### 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:

Sullivan County BOCES  
APPR Appeals Process – Principals

## Introduction

Appeals are limited to tenured personnel who receive a rating of "ineffective." Rights of probationary personnel pursuant to Education Law Section 3012-c(5) remain in force. Appeals shall follow the levels as described below, in the order written. Note that the term "days" used throughout this document means scheduled employee work days (i.e., a personal days would count as one of these days). Also, Items not meeting the time line requirements must be viewed as resolved at the lowest level of involvement. Throughout the entire appeals process, all decisions will be made in both a timely and expeditious time frame.

## Level 1 – Discussion with the Evaluator

Personnel who disagree with the ineffective rating in their summative evaluation will make a formal, written request (email or letter) for a professional discussion with the person designated as responsible for the summative evaluation (for the purposes of this document we will call that person the Supervisor). Said request must be made within five (5) days of receipt of the summative evaluation. The request will specify the area(s) of concern, but must be limited to those matters that may be appealed as prescribed by Education Law 3012-c(5).

The discussion must occur within five (5) days of the request. The parties may be accompanied by other staff. At this meeting the parties may bring artifacts or evidence related to the evaluation to support their respective positions.

The Supervisor must render a written decision in a timely and expeditious manner and in all cases within five (5) days of the discussion. It shall be the duty of the Supervisor to answer the question, "Has the employee demonstrated that the APPR should be modified?" In the course of answering this question, the Supervisor may consider claims of procedural violations and shall determine whether the claimed violations are significant enough to warrant modification of the APPR. The Supervisor may either revise the evaluation or leave it unchanged.

## Level 2 – Deputy Superintendent

If the matter is not resolved at Level 1, personnel may make a formal, written request (letter) for a review by the Deputy Superintendent. Said request must be made within ten (10) days of receipt of the decision at Level 1. The request will specify the area(s) of concern, but must be limited to those matters that were addressed through the Level 1 process.

No additional evidence or artifacts may be submitted beyond those submitted at Level 1. However, the Deputy Superintendent may meet with individuals and or request other evidence, if he/she chooses and must note this to the parties. Individuals who are called to meet may bring other staff with them.

The Deputy Superintendent will render a written decision in a timely and expeditious manner within fifteen (15) days of receipt of the written request for Level 2 appeal. It shall be the duty of the Deputy Superintendent to answer the question, "Has the employee demonstrated that the APPR should be modified?" In the course of answering this question, the Deputy Superintendent may consider claims of procedural violations and shall determine whether the claimed violations are significant enough to warrant modification of the APPR. He/she may sustain the position of one of the parties or may return the decision for additional Level 1 discussion.

## Level 3 –District Superintendent Review

If the matter is not resolved at Level 2, personnel may make a formal, written request (letter) for a review by the District Superintendent.

Said request must be made within ten (10) days of receipt of the decision at Level 2. The request will specify the area(s) of concern, but must be limited to those matters that were addressed through the Level 1-2 processes.

No additional evidence or artifacts may be submitted beyond those submitted at Level 2. However, the District Superintendent may meet with individuals and or request other evidence, if he/she chooses and must note this to the parties. Individuals who are called to meet may bring other staff with them.

The District Superintendent will render a decision in a timely and expeditious manner in writing within fifteen (15) days of receipt of the written request for Level 3 appeal. It shall be the duty of the District Superintendent to answer the question, "Has the employee demonstrated that the APPR should be modified?" In the course of answering this question, the District Superintendent may consider claims of procedural violations and shall determine whether the claimed violations are significant enough to warrant modification of the APPR. He/she may sustain the position of one of the parties, set aside the evaluation, may return the decision for additional Level 1 discussion, or take other action.

#### Conclusion

This appeal procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a unit member's performance review and/or improvement plan. A unit member may not resort to any other procedures for the resolution of challenges and appeals to a professional performance review and/or improvement plan except as otherwise authorized by law.

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

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

All Lead Evaluators will initially complete a training in rubric use that meets the required criteria outlined below. Training will be updated annually through a turnkey process at the Sullivan BOCES. Inter-rater reliability will be addressed through annual training among the Lead Evaluators and all other evaluators of teachers. The initial certification process requires a minimum training period of 12 hours (2 days) and the recertification process requires a minimum of 6 hours(1 day) annually. Trainings will be scheduled during the summer months (July and August) and throughout the year as needed. The District Superintendent will certify the lead evaluators meet the requirements and will present the status of the lead evaluators annually to the Board of education.

(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 Sub part

(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

Each year all lead evaluators will participate in the Sullivan BOCES annual rating professional development activity to assure maintenance of inter-rater reliability of all evaluators over time.

### 11.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:

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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
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**11.6) Assurances -- Principals**

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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: 10/07/2013

Last updated: 06/25/2015

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### Page 1

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

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

```
<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/681753-3Uqgn5g9lu/DISTRICT%20CERTIFICATION%20FORM.pdf">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/681753-3Uqgn5g9lu/DISTRICT%20CERTIFICATION%20FORM.pdf</a>
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#### 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.

# Growth Timeline

1. Teacher completes baseline data and pre- assessment by BEDS day. Student Rosters are considered to be complete by BEDS day. When possible the pre-assessments will take place in the first two weeks of school.
2. Teachers meet as program/grade levels and with administrator(s) to define targets for SLOs during the second week of October. All teachers of the same grade level or course have the same growth measure. Individual growth targets are selected using baseline data and are rigorous and comparable.
3. SLO Template and Data Tracking Sheet from each teacher due to Administrator for approval the third week of October. If the administrator notes concerns regarding the submitted SLO, s/he will meet with the individual teachers to discuss and review those areas of concern.
4. Administrator to approve all SLOs by the first week of November.
5. The interval of instruction will be from the second week of October through the end of May.
6. Throughout the school year progress monitoring will take place. This may include in conversation as part of the pre/post observation conference meetings, team meetings, or other venues as deemed appropriate.
7. SLO post assessment testing is completed from mid-May through the end of the school year depending on the program.
8. Teachers receive the completed SLO target sheets from their administrator from mid-May until the end of the school year (depending on the program) unless waiting for state provided scores.
9. Teacher and administrator review SLO Target Sheet(s) individually or collaboratively as necessary.

**Sullivan BOCES Target and HEDI Points (20 point scale)**

**Target(s)**

Students will meet targets set to meet rigorous expectations that are individualized by students, by “bands” of baseline data /measures of growth.

HEDI Scoring Is based on the range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?

The percent of students meeting the defined target.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-82	81-79	78-75	74-71	70-67	66-63	62-59	58-55	54-53	52-48	47-43	42-38	37-33	32-28	27-23	22-15	14-7	6-0

**Sullivan BOCES Target and HEDI Points (15 point scale)**

**Target(s)**

Students will meet targets set to meet rigorous expectations that are individualized by students, by “bands” of baseline data /measures of growth.

HEDI Scoring Is based on the range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?

The percent of students meeting the defined target.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-94	93-86	85-80	79-74	73-68	67-62	61-56	55-53	52-47	46-41	40-35	34-29	28-23	22-15	14-7	6-0

## **Local Measure of student achievement (20 points) or 15 points where value added measure is available.**

These are developed in conjunction with the State Measures. This is to ensure rigorous measures are chosen and to ensure that if any teachers of the same grade and subject use the same assessment for local measure as used for state that a different measure is used/applied.

1. Teacher completes baseline data and pre- assessment by BEDS day. Student Rosters are considered to be complete by BEDS day. When possible the pre-assessments will take place in the first two weeks of school.
2. Teachers meet as program/grade levels and with administrator(s) to define targets during the second week of October. All teachers of the same grade and subject will use the same growth measure. Teachers will select individual growth targets that are rigorous and comparable.
3. The Target Template and Data Tracking Sheet from each teacher due to Administrator for approval the third week of October. If the administrator notes concerns regarding the submitted targets, s/he will meet with the individual teachers to discuss and review those areas of concern.
4. Administrator to approve all targets by the first week of November.
5. The interval of instruction will be from the second week of October through the end of May.
6. Throughout the school year progress monitoring will take place. This may include in conversation as part of the pre/post observation conference meetings, team meetings, or other venues as deemed appropriate.
7. The post assessment testing is completed from mid-May through the end of the school year depending on the program.
8. Teachers receive the completed target sheets from their administrator from mid-May until the end of the school year (depending on the program) unless waiting for state provided scores.
9. Teacher and administrator review Target Sheet(s) individually or collaboratively as necessary.

Effectiveness rating is based on a 20 or 15 point scale depending on the implementation of a Value Added Score model from NYSED.

**Sullivan BOCES Target and HEDI Points (20 point scale)**

**Target(s)**

Students will meet targets set to meet rigorous expectations that are individualized by students, by “bands” of baseline data /measures of growth.

HEDI Scoring Is based on the range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?

The percent of students meeting the defined target.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-82	81-79	78-75	74-71	70-67	66-63	62-59	58-55	54-53	52-48	47-43	42-38	37-33	32-28	27-23	22-15	14-7	6-0

**Sullivan BOCES Target and HEDI Points (15 point scale)**

**Target(s)**

Students will meet targets set to meet rigorous expectations that are individualized by students, by “bands” of baseline data /measures of growth.

HEDI Scoring Is based on the range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?

The percent of students meeting the defined target.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-94	93-86	85-80	79-74	73-68	67-62	61-56	55-53	52-47	46-41	40-35	34-29	28-23	22-15	14-7	6-0

## **Local Measure of student achievement (20 points) or 15 points where value added measure is available.**

These are developed in conjunction with the State Measures. Where the same assessment is used an achievement target will be applied for setting targets for the local measure. This is to ensure rigorous measures are chosen and to ensure that if any teachers of the same grade and subject use the same assessment for local measure as used for state that a different measure is used/applied.

1. Teacher completes baseline data and pre- assessment by BEDS day. Student Rosters are considered to be complete by BEDS day. When possible the pre-assessments will take place in the first two weeks of school.
2. Teachers meet as program/grade levels and with administrator(s) to define targets during the second week of October. All teachers of the same grade and subject will use the same growth measure. Teachers will select individual growth targets that are rigorous and comparable.
3. The Target Template and Data Tracking Sheet from each teacher due to Administrator for approval the third week of October. If the administrator notes concerns regarding the submitted targets, s/he will meet with the individual teachers to discuss and review those areas of concern.
4. Administrator to approve all targets by the first week of November.
5. The interval of instruction will be from the second week of October through the end of May.
6. Throughout the school year progress monitoring will take place. This may include in conversation as part of the pre/post observation conference meetings, team meetings, or other venues as deemed appropriate.
7. The post assessment testing is completed from mid-May through the end of the school year depending on the program.
8. Teachers receive the completed target sheets from their administrator from mid-May until the end of the school year (depending on the program) unless waiting for state provided scores.
9. Teacher and administrator review Target Sheet(s) individually or collaboratively as necessary.

Effectiveness rating is based on a 20 or 15 point scale depending on the implementation of a Value Added Score model from NYSED.

**Sullivan BOCES Target and HEDI Points (20 point scale)**

**Target(s)**

Students will meet targets set to meet rigorous expectations that are individualized by students, by “bands” of baseline data /measures of growth.

HEDI Scoring Is based on the range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?

The percent of students meeting the defined target.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-82	81-79	78-75	74-71	70-67	66-63	62-59	58-55	54-53	52-48	47-43	42-38	37-33	32-28	27-23	22-15	14-7	6-0

**Sullivan BOCES Target and HEDI Points (15 point scale)**

**Target(s)**

Students will meet targets set to meet rigorous expectations that are individualized by students, by “bands” of baseline data /measures of growth.

HEDI Scoring Is based on the range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?

The percent of students meeting the defined target.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-94	93-86	85-80	79-74	73-68	67-62	61-56	55-53	52-47	46-41	40-35	34-29	28-23	22-15	14-7	6-0

Summative Rating of Other Measures - 60 points  
TENURED STAFF

Four Cornerstones of Effective Teaching ~ 37%			
	Scores 0-4		
(1) Organization, Rules and Procedures			
(2) Positive Relationships			
(3) Engagement and Enjoyment			
(4) A Culture of Thinking and Learning			
<b>TOTAL SCORE</b> (average of Dimension 1-4)		<b>x .37</b>	<b>TOTAL</b> out of 22 points
Five Episodes of Effective Teaching ~ 43%			
	Scores 0-4		
(5) Preparing Students for New Learning			
(6) Presenting New Learning			
(7) Applying Learning			
(8) Deepening and Reinforcing Learning			
(9) Reflecting on and Celebrating Learning			
<b>TOTAL SCORE</b> (average of Dimension 5-9)		<b>x .43</b>	<b>TOTAL</b> out of 26 points
Effective Professional Practice – 20%			
	Scores 0-4		
(10) Professional Practice		<b>x .2</b>	<b>TOTAL</b> out of 12 points
			<b>FINAL SCORE</b> out of 60 pts

Summative Rating of Other Measures - 60 points  
UNTENURED STAFF

Four Cornerstones of Effective Teaching – 50%			
	Scores 0-4		
(1) Organization, Rules and Procedures			
(2) Positive Relationships			
(3) Engagement and Enjoyment			
(4) A Culture of Thinking and Learning			
<b>TOTAL SCORE</b> (average of Dimension 1-4)		<b>x .5</b>	<b>TOTAL</b> out of 30 points
Five Episodes of Effective Teaching – 40%			
	Scores 0-4		
(5) Preparing Students for New Learning			
(6) Presenting New Learning			
(7) Applying Learning			
(8) Deepening and Reinforcing Learning			
(9) Reflecting on and Celebrating Learning			
<b>TOTAL SCORE</b> (average of Dimension 5-9)		<b>x .4</b>	<b>TOTAL</b> out of 24 points
Effective Professional Practice – 10%			
	Scores 0-4		
(10) Professional Practice		<b>x .1</b>	<b>TOTAL</b> out of 6 points
			<b>FINAL SCORE</b> out of 60 pts



**Teacher Improvement Plan**

Teacher:

Teaching Assignment/Program:

Supervisor:

Date:

Needed Areas of Improvement Specific standards-based goal (Teacher Practice standards, TCTEF rubric or student data)

Differentiated Activities to Support a Teacher's Improvement

Strategies and Timeline for Improvement (specific period of time) duration and frequency of progress monitoring

Manner in which the Improvement will be Assessed (observed or measured)

\_\_\_\_\_  
Supervisor Signature Date

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

cc: Personnel file

## **STATE PROVIDED OR COMPARABLE GROWTH measure**

Individual Growth Measures are based on the State provided Growth score or comparable measure that are rigorous. This comprises 20 percent of the principal evaluation. Targets are carefully planned academic goals for what a student will learn over a given time period.

The local measure of the principals must be developed in collaboration with their supervisor. While the management of the process is part of the overall principal effectiveness, the principals develop targets in accordance with the grade level configurations and programs for which they are responsible.

If the State provides growth scores for the above listed principals, and such scores represent less than 30% of the students supervised by that principal, the BOCES will set targets for the largest courses in the building until at least 30% of students are covered. Where such courses end in a State assessment, that assessment will be used. The State-provided growth scores will then be weighted proportionately with any other measures to determine the final HEDI score for the principals. Using pretests, the principal, in collaboration with the Superintendent, will set individual growth targets for students. HEDI points will be assigned based on the percentage of students that meet or exceed their target.

**Sullivan BOCES Target and HEDI Points (20 point scale) for principals**

**Target(s)**

Targets set to meet rigorous expectations that are individualized by students, baseline data /measures of growth.

HEDI Scoring Is based on the range of performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?

The percent of students meeting the defined target.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
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**Sullivan BOCES Target and HEDI Points (15 point scale)**

**Target(s)**

Targets set to meet rigorous expectations that are individualized by students, by baseline data /measures of growth.

HEDI Scoring Is based on the range of performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?

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## **Locally Selected Measures**

This comprises 20 percent of the principal evaluation. Targets are carefully planned achievement individualized and based on rigorous and comparable measurements.

The local measure of the principals must be developed in collaboration with their supervisor. While the management of the process is part of the overall principal effectiveness, the principals develop targets in accordance with the grade level configurations and programs for which they are responsible.

**Sullivan BOCES Target and HEDI Points (20 point scale) for principals**

**Target(s)**

Targets set to meet rigorous expectations of achievement that are individualized by students.

HEDI Scoring Is based on the range of performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?

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## RATING AND SCORING: FROM OBSERVATION TO EVALUATION

The goal of the process is to develop a meaningful conversation with administrators for effective leadership. The focus of the framework consists of effective leadership, the school improvement process and professional growth and practice. A conversion scale will be used to determine HEDI ratings based on all domains assessed by the TPTEF. The summative scores of the domains include observation and the preponderance of evidence collected throughout the school year. The average combined final score on the rubric (from the lowest score of 1.0 to the highest score of 4.0) will result in an effectiveness score using the conversion score from 0 to 60 (chart below)

### ASSESSMENT RUBRIC

*Clear and accurate assessments require multiple observations. When you feel you have enough information, use the following four-point rubric to assess the leadership capacity.*

After you have collected enough evidence, use the rubric below to assess the school leader's overall effectiveness in this dimension.

- 1 The school leader shows minimal or no commitment to this dimension. Relevant leadership practices are not being applied or are not having their intended effect of improving learning across the organization.
- 2 The school leader has made an initial commitment to this dimension but has not yet fostered a sense of shared commitment among the staff. The school leader applies relevant leadership practices, but the practices need refinement. With refinement, the impact on learning across the organization can be increased.
- 3 The school leader is committed to this dimension and is building a shared commitment to this dimension among the staff. The school leader applies relevant leadership practices that have a positive impact on learning across the entire organization.
- 4 The school leader is deeply committed to this dimension and has been successful in fostering a strong sense of shared commitment to this dimension among the staff. The school leader applies highly effective leadership practices and is able to adapt them to the needs and demands of students, the staff, and the organization as a whole. These practices have a consistently positive impact on learning across the entire organization.

### OTHER MEASURES: THOUGHTFUL CLASSROOM PRINCIPAL EFFECTIVENESS FRAMEWORK (TCPEF)

The 60 points are comprised of professional growth goals, school visits, and relevant artifacts and evidence supplied by administrators and supervisors.

Measures	Tenured Principals	Probationary Principals	Other Administrators
School visits	2	3	BOCES criteria
Cornerstones of effective leaders	X	X	X
The school improvement process	X	X	x
Professional practice self-assessment	X	x	x

Focuses on critical elements:

- High-quality instruction.
- Rigorous curriculum and instruction
- Evaluation of teachers
- Supporting teachers' professional growth

Dimensions are addressed throughout the year by the supervisor and throughout the year. Rating occurs at the end of the year to allow the maximum amount of time to measure effectiveness..

The scores received on the 60 point rubric are converted into an effectiveness rating based on the chart below.

## Sullivan County BOCES 0-60 Conversion Chart

Ineffective 1.00-1.49 Points	Developing 1.50-2.49 Points	Effective 2.50-3.49 Points	Highly Effective 3.5-4.0 Points
1.49 = 49      1.19 = 19	2.35 - 2.49 = 56	3.00 - 3.49 = 58	3.75 - 4.0 = 60
1.48 = 48      1.18 = 18	2.20 - 2.34 = 55	2.50 - 2.99 = 57	3.50 - 3.74 = 59
1.47 = 47      1.17 = 17	2.05 - 2.19 = 54		
1.46 = 46      1.16 = 16	1.90 - 2.04 = 53		
1.45 = 45      1.15 = 15	1.75 - 1.89 = 52		
1.44 = 44      1.14 = 14	1.60 - 1.74 = 51		
1.43 = 43      1.13 = 13	1.50 - 1.59 = 50		
1.42 = 42      1.12 = 12			
1.41 = 41      1.11 = 11			
1.40 = 40      1.10 = 10			
1.39 = 39      1.09 = 9			
1.38 = 38      1.08 = 8			
1.37 = 37      1.07 = 7			
1.36 = 36      1.06 = 6			
1.35 = 35      1.05 = 5			
1.34 = 34      1.04 = 4			
1.33 = 33      1.03 = 3			
1.32 = 32      1.02 = 2			
1.31 = 31      1.01 = 1			
1.30 = 30      1.00 = 0			
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			





## PRINCIPAL IMPROVEMENT PLAN

Principal:

Assignment/Program:

Supervisor:

Date:

Needed Areas of Improvement - specific standards-based goal (ISLLC standards, TCPEF rubric or student data):

Differentiated Activities to Support a Principals Improvement:

Strategies and Timeline for Improvement - Duration and frequency of progress monitoring (specific period of time):

Manner in which the Improvement will be assessed (observed or measured):

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

cc: Personnel file

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

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

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

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

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

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

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

- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations 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
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

**Signatures, dates**

Superintendent Signature:    Date:

*Annalee Murray*    6/25/15

Teachers Union President Signature:    Date:

*Theresa Farney*    6/25/15

Administrative Union President Signature:    Date:

*No Association -*

Board of Education President Signature:    Date:

*Boyer*    6/25/15

**For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:**

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature:    Date:

A rectangular box containing a handwritten signature in blue ink that reads "Chancellor" and a date "6/25/15" written to the right of the signature.