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

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov
Twitter:@JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

September 10, 2013

Revised

Scot Taylor, Superintendent
Tioga Central School District
27 5th Avenue
Tioga Center, NY 13845

Dear Superintendent Taylor:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Allen D. Buyck

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 Tuesday, April 30, 2013
Updated Monday, June 10, 2013

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 : 600903040000

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

600903040000

1.2) School District Name: TIOGA CSD

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

TIOGA CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Tuesday, August 27, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:
State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:
District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:
State assessments, *required if one exists*
List of State-approved 3rd party assessments
District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
School- or BOCES-wide, group or team results based on State assessments
Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Tioga Central School District developed K ELA assessment
1	District, regional, or BOCES-developed assessment	Tioga Central School District developed Grade 1 ELA assessment
2	District, regional, or BOCES-developed assessment	Tioga Central School District developed Grade 2 ELA 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.	Each teacher will administer a pre-assessment at the start of the course. A class average will be determined based on the pre-assessment. Each teacher will then administer the post-assessment at the end of the course and a class average will be calculated. The difference between the pre-assessment average and the post-assessment average will be determined--this will be the teacher's gap closing percentage. Percent gap closed=(Final Class Average-Pre-test Class Average)/(100-Pre test Class Average) The final % gap closed will correspond to a HEDI score using the uploaded 2.11 conversion chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 26% or greater will receive 18-20 points. See attachment.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 17%-25% will receive 9-17 points. See attachment.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 11%-16% will receive 3-8 points. See attachment.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 0%-10% will receive 0-2 points. See attachment.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Tioga Central School District developed K Math assessment
1	District, regional, or BOCES-developed assessment	Tioga Central School District developed Grade 1 Math assessment
2	District, regional, or BOCES-developed assessment	Tioga Central School District developed Grade 2 Math 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.	Each teacher will administer a pre-assessment at the start of the course. A class average will be determined based on the pre-assessment. Each teacher will then administer the post-assessment at the end of the course and a class average will be calculated. The difference between the pre-assessment average and the post-assessment average will be determined--this will be the teacher's gap closing percentage. Percent gap closed=(Final Class Average-Pre-test Class Average)/(100-Pre test Class Average) The final % gap closed will correspond to a HEDI score using the uploaded 2.11 conversion chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 26% or greater will receive 18-20 points. See attachment.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 17%-25% will receive 9-17 points. See attachment.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 11%-16% will receive 3-8 points. See attachment.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 0%-10% will receive 0-2 points. See attachment.

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	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Tioga Central School District developed Grade 7 Science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Each teacher will administer a pre-assessment at the start of the course. A class average will be determined based on the pre-assessment. Each teacher will then administer the post-assessment at the end of the course and a class average will be calculated. The difference between the pre-assessment average and the post-assessment average will be determined--this will be the teacher's gap closing percentage. Percent gap closed=(Final Class Average-Pre-test Class Average)/(100-Pre test Class Average) The final % gap closed will correspond to a HEDI score using the uploaded 2.11 conversion chart. Please note: Grade 6 is Common Branch
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 26% or greater will receive 18-20 points. See attachment.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 17%-25% will receive 9-17 points. See attachment.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 11%-16% will receive 3-8 points. See attachment.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 0%-10% will receive 0-2 points. See attachment.

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	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Tioga Central School District developed Grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	Tioga Central School District developed Grade 8 Social Studies assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Each teacher will administer a pre-assessment at the start of the course. A class average will be determined based on the pre-assessment. Each teacher will then administer the post-assessment at the end of the course and a class average will be calculated. The difference between the pre-assessment average and the post-assessment average will be determined--this will be the teacher's gap closing percentage. Percent gap closed=(Final Class Average-Pre-test Class Average)/(100-Pre test Class Average) The final % gap closed will correspond to a HEDI score using the uploaded 2.11 conversion chart. Please note: Grade 6 is common branch
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers who receive a gap closing percentage of 26% or greater will receive 18-20 points. See attachment.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who receive a gap closing percentage of 17%-25% will receive 9-17 points. See attachment.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers who receive a gap closing percentage of 11%-16% will receive 3-8 points. See attachment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers who receive a gap closing percentage of 0%-10% will receive 0-2 points. See attachment.

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	Tioga Central School District developed Global 1 assessment

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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	Each teacher will administer a pre-assessment at the start of the course. A class average will be determined based on the

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	pre-assessment. Each teacher will then administer the post-assessment at the end of the course and a class average will be calculated. The difference between the pre-assessment average and the post-assessment average will be determined--this will be the teacher's gap closing percentage. Percent gap closed=(Final Class Average-Pre-test Class Average)/(100-Pre test Class Average) The final % gap closed will correspond to a HEDI score using the uploaded 2.11 conversion chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers who receive a gap closing percentage of 26% or greater will receive 18-20 points. See attachment.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who receive a gap closing percentage of 17%-25% will receive 9-17 points. See attachment.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers who receive a gap closing percentage of 11%-16% will receive 3-8 points. See attachment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers who receive a gap closing percentage of 0%-10% will receive 0-2 points. See attachment.

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.	Each teacher will administer a pre-assessment at the start of the course. A class average will be determined based on the pre-assessment. Each teacher will then administer the post-assessment at the end of the course and a class average will be calculated. The difference between the pre-assessment average and the post-assessment average will be determined--this will be the teacher's gap closing percentage. Percent gap closed=(Final Class Average-Pre-test Class Average)/(100-Pre test Class Average) The final % gap closed will correspond to a HEDI score using the uploaded 2.11 conversion chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers who receive a gap closing percentage of 26% or greater will receive 18-20 points. See attachment.

Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who receive a gap closing percentage of 17%-25% will receive 9-17 points. See attachment.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers who receive a gap closing percentage of 11%-16% will receive 3-8 points. See attachment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers who receive a gap closing percentage of 0%-10% will receive 0-2 points. See attachment.

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will administer a pre-assessment at the start of the course. A class average will be determined based on the pre-assessment. Each teacher will then administer the post-assessment at the end of the course and a class average will be calculated. The difference between the pre-assessment average and the post-assessment average will be determined--this will be the teacher's gap closing percentage. Percent gap closed=(Final Class Average-Pre-test Class Average)/(100-Pre test Class Average) The final % gap closed will correspond to a HEDI score using the uploaded 2.11 conversion chart. The NYS Common Core Algebra Regents will be used to calculate the Algebra 1 score
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers who receive a gap closing percentage of 26% or greater will receive 18-20 points. See attachment.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who receive a gap closing percentage of 17%-25% will receive 9-17 points. See attachment.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers who receive a gap closing percentage of 11%-16% will receive 3-8 points. See attachment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers who receive a gap closing percentage of 0%-10% will receive 0-2 points. See attachment.

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	Tioga Central School District developed Grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Tioga Central School District developed Grade 10 ELA assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will administer a pre-assessment at the start of the course. A class average will be determined based on the pre-assessment. Each teacher will then administer the post-assessment at the end of the course and a class average will be calculated. The difference between the pre-assessment average and the post-assessment average will be determined--this will be the teacher's gap closing percentage. Percent gap closed=(Final Class Average-Pre-test Class Average)/(100-Pre test Class Average) The final % gap closed will correspond to a HEDI score using the uploaded 2.11 conversion chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers who receive a gap closing percentage of 26% or greater will receive 18-20 points. See attachment.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who receive a gap closing percentage of 17%-25% will receive 9-17 points. See attachment.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers who receive a gap closing percentage of 11%-16% will receive 3-8 points. See attachment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers who receive a gap closing percentage of 0%-10% will receive 0-2 points. See attachment.

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

	Course(s) or Subject(s)	Option	Assessment
	All other teachers not named above	District, Regional or BOCES-developed	Tioga Central School District developed course specific assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will administer a pre-assessment at the start of the course. A class average will be determined based on the pre-assessment. Each teacher will then administer the post-assessment at the end of the course and a class average will be calculated. The difference between the pre-assessment average and the post-assessment average will be determined--this will be the teacher's gap closing percentage. Percent gap closed=(Final Class Average-Pre-test Class Average)/(100-Pre test Class Average) The final % gap closed will correspond to a HEDI score using the uploaded 2.11 conversion chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers who receive a gap closing percentage of 26% or greater will receive 18-20 points. See attachment.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who receive a gap closing percentage of 17%-25% will receive 9-17 points. See attachment.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers who receive a gap closing percentage of 11%-16% will receive 3-8 points. See attachment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers who receive a gap closing percentage of 0%-10% will receive 0-2 points. See attachment.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/149148-TXEtxx9bQW/Tioga CSD Growth 20 Chart.doc

2.12) Locally Developed Controls

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

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

N/A

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013
Updated Wednesday, September 04, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.
One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the 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	3) Teacher specific achievement or growth score computed locally	NYS 4th grade ELA Assessment
5	3) Teacher specific achievement or growth score computed locally	NYS 5th grade ELA Assessment
6	3) Teacher specific achievement or growth score computed locally	NYS 6th grade ELA Assessment

7	3) Teacher specific achievement or growth score computed locally	NYS 7th grade ELA Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS 8th grade ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The district will be measuring achievement by establishing a proficiency benchmark of a 2 or higher on the grade appropriate state assessments and the % of students who meet the proficiency target will correspond to the 0-15 or 0-20 HEDI score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.

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	6(ii) School wide measure computed locally	NYS 4th grade ELA Assessment
5	6(ii) School wide measure computed locally	NYS 5th grade ELA Assessment
6	6(ii) School wide measure computed locally	NYS 6th grade ELA Assessment
7	3) Teacher specific achievement or growth score computed locally	NYS 7th grade Math Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS 8th grade Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The district will be measuring achievement by establishing a proficiency benchmark of a 2 or higher on the grade appropriate state assessments and the % of students who meet the proficiency target will correspond to the 0-15 or 0-20 HEDI score. A school wide measure will be used by teachers of grades 4-6.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.

3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5139/169378-rhJdBgDruP/Tioga CSD Local 15 and 20.docx

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

Growth or achievement measure(s) from these options.
One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State

determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Tioga Central School District Developed ELA K Assessment
1	5) District, regional, or BOCES–developed assessments	Tioga Central School District Developed ELA Grade 1 Assessment
2	5) District, regional, or BOCES–developed assessments	Tioga Central School District Developed ELA Grade 2 Assessment
3	3) Teacher specific achievement or growth score computed locally	NYS 3rd grade ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district will be measuring achievement by establishing a proficiency benchmark of a 2 or higher of a 75 or higher on the grade appropriate assessments and the % of students who meet the proficiency target will correspond to a 0-20 HEDI score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Tioga Central School District Developed K ELA Assessment
1	6(ii) School-wide measure computed locally	Tioga Central School District Developed Grade 1 ELA Assessment
2	6(ii) School-wide measure computed locally	Tioga Central School District Developed Grade 2 ELA Assessment
3	6(ii) School-wide measure computed locally	NYS 3rd grade ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district will be measuring achievement by establishing a proficiency benchmark of a 2 or higher of a 75 or higher on the grade appropriate assessments and the % of students who meet the proficiency target will correspond to a 0-20 HEDI score. A school wide measure will be used by teachers of grades k-3.

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

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	Not applicable	Not applicable
7	5) District, regional, or BOCES–developed assessments	Tioga Central School District Developed Grade 7 Science Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district will be measuring achievement by establishing a proficiency benchmark of a 2 or higher of a 70 or higher on the grade appropriate assessments and the % of students who meet the proficiency target will correspond to a 0-20 HEDI score. Please note: 6th grade is common branch
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.

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	Not applicable	NOT APPLICABLE
7	5) District, regional, or BOCES–developed assessments	Tioga Central School District Developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Tioga Central School District Developed Grade 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district will be measuring achievement by establishing a proficiency benchmark of a 2 or higher of a 70 or higher on the grade appropriate assessments and the % of students who meet the proficiency target will correspond to a 0-20 HEDI score. Please note: Grade 6 is common branch.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.

3.8) High School Social Studies

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

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

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

Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global Regent exam
American History	3) Teacher specific achievement or growth score computed locally	NYS American History Regent exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district will be measuring achievement by establishing a proficiency benchmark of 65 or higher on the grade appropriate assessments and the % of students who meet the proficiency target will correspond to a 0-20 HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district will be measuring achievement by establishing a proficiency benchmark of 65 or higher on the grade appropriate assessments and the % of students who meet the proficiency target will correspond to a 0-20 HEDI score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.

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	3) Teacher specific achievement or growth score computed locally	NYS Common Core Algebra 1 Regent Exam
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regent Exam
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2 Regent Exam

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district will be measuring achievement by establishing a proficiency benchmark of 65 or higher on the grade appropriate assessments and the % of students who meet the proficiency target will correspond to a 0-20 HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Tioga Central School District Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Tioga Central School District Developed Grade 10 ELA Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive ELA Regent Exam

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district will be measuring achievement by establishing a proficiency benchmark of 65 or higher on the grade appropriate assessments and the % of students who meet the proficiency target will correspond to a 0-20 HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other courses not listed above	5) District/regional/BOCES–developed	Tioga CSD-developed Course Specific Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district will be measuring achievement by establishing a proficiency benchmark of 65, 70 or 75 (depending on level: high, middle, elementary respectfully) or higher on the grade appropriate district developed assessments and the % of students who meet the proficiency target will correspond to a 0-20 HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or	See attachment.

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

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/533371-y92vNseFa4/local select meas.pdf

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.

N/A

3.15) Teachers with More Than One Locally Selected Measure

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

The % of students meeting the achievement measure will be weighted proportionately according to the number of students in each measure before being combined into a final HEDI score. Once the weighted percentage is calculated, attachment 3.13 will be used to determine the HEDI rating. Rounding rules will apply.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances | Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances | Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked

3.16) Assurances | Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances | Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances | Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances | Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances | If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances | Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Thursday, August 29, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Domains 1-3:
For the two observations (3 for probationary) points will be given per component of the rubric on a scale of 0-4. A scale score will be calculated for each observation by averaging the scores awarded on each of the 16 components that comprise domains 1,2 and 3.

Domain 4:

A meeting will take place at the end of the year. At the meeting, an evaluator and the teacher will review artifacts. At this meeting, components of domain 4 will be evaluated. Each component of the domain will recieve a score of 0-4. An average will be calculated from the 6 components that comprise domain 4.

Overall Score Calculation:
The overall rubric score (out of 60 points) will be calculated by averaging the scale scores for each observation and the year end evaluation. The final score will fall on a 0-4 scale which will be converted to 0-60 points using the attached conversion chart. When needed, rounding will take place: HED will round to the nearest tenth. The rubric score listed is the minimum score necessary to achieve the corresponding HEDI rating.

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

assets/survey-uploads/5091/149298-eka9yMJ855/3363647-Tioga CSD Other Measures 60 REVISED 11.26.12.docx

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

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

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013
Updated Thursday, July 25, 2013

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 Tuesday, April 30, 2013
Updated Thursday, July 25, 2013

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/149299-Df0w3Xx5v6/Tioga CSD Teacher Improvement Plan.pdf

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:

A tenured teacher may challenge the overall rating (Ineffective only) on the Summative
Evaluation or an unsatisfactory rating on a teacher improvement plan. In an appeal,

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

Process

• The teacher must submit to the evaluator (building principal or director of pupil personnel or equivalent) additional information specific to the point of disagreement, using the "challenge" document, in writing no later than twenty (20) business days of receipt of the Summative Evaluation or receipt of the unsatisfactory improvement plan. Such written response shall become part of the appraisal record and shall be attached to the Summative Evaluation.

• The evaluator (principal or director of pupil personnel or equivalent) will meet with the teacher no later than ten (10) business days of receipt of the appeal and will issue a written decision within 3 business days of the meeting. If the challenge is upheld, then the process ceases and the evaluation score will be revisited. If the challenge is denied, the decision of the evaluator may be appealed to the superintendent of schools.

• The challenge, together with the record, will be forwarded to the superintendent of schools for review within one (1) business day.

• No later than ten (10) business days of receiving the written challenge, the superintendent shall review the record which consists of all documents used in the appraisal and the written challenge, and will issue a written decision.

• At any time during the appeals process, the superintendent shall interview the teacher and the evaluator (principal) in separate meetings.

• If the challenge is upheld, then the evaluation score will be revisited.

• If the challenge is denied, the decision shall state the reasons for the denial.

• The decision of the superintendent shall be final.

Our district assures that the appeal process will be timely and expeditious in compliance with Education Law 3012-c.

TIOGA CENTRAL SCHOOL DISTRICT APPEALS CHALLENGE FORM FOR TEACHERS

CHALLENGE FORM

Name Evaluator(s)

Position School/District

Date

Please indicate grounds for the teacher appeal (all categories may be challenged for each overall summative evaluation rating scored to be Ineffective for a tenured teacher.) All grounds for appeal must be submitted on the initial challenge form. Any issue not raised in the initial challenge form will be deemed waived.

Adherence to APPR Evaluation Standards/Methodologies

Adherence to Commissioner's Regulations

Compliance with Locally Negotiated Standards that don't fall under the Grievance Procedure

Clerical Scoring Error (If the teacher is not rated ineffective, but there has been a clerical error in calculating the final score, the teacher may request of the administration that the final score be reviewed and rectified, if appropriate. District administration has the obligation to review and rectify the final score under these circumstances.

If a developing teacher has satisfactorily completed a TIP but receives a developing composite score in the subsequent year, they have a right to file an appeal.

The principal/teacher shall write a specific description of the rating in dispute, and shall attach any supporting documentation to be considered as part of the appeal.

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.

The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:
(1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
(2) Evidence-based observation techniques that are grounded in research;
(3) Application and use of the student growth percentile model and the value-added growth model;
(4) Application and use of the teacher rubric, including training on the effective application of such rubrics to observe a teacher's practice;
(5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.;
(6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers;
(7) Use of the Statewide Instructional Reporting System;
(8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their subcomponent ratings; and
(9) Specific considerations in evaluating teachers of English language learners and students with disabilities.

The Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the training for recertification. Administrators will receive 12 hours of training through in-district professional development. This training will support administrators in achieving inter-rater reliability and agreement. Additionally, professional development will take place at administrative team meetings. It will involve comparison and analysis of written observations and how the teacher meets the requirements of the rubric.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data | Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
6.7) Assurances -- Data | Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked

6.7) Assurances -- Data | Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

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

Created Tuesday, April 30, 2013
Updated Wednesday, September 04, 2013

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):

5-8
9-12
(No response)
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

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

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

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

List of State-approved 3rd party assessments

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	K-4	State assessment	NYS Grade 3 and 4 ELA and Math 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.	Tioga Central School District will use both the NYS grade 4 ELA and Math assessments and the NYS grade 3 ELA and Math assessments to measure student growth for State Growth for principals. The State will provide the SGP-VA results for the Grade 4 ELA and Math state assessments which will then be weighted proportionally with the 3rd grade ELA and Math SLO results based on the number of students within each SLO (see HEDI below for Grade 3). Our process for establishing growth targets for Grade 3 ELA and Math require the use of a gap closing formula: Percent gap closed=(Final Grade Average-Pre-test Grade Average)/(100- Pre test Grade Average) The final % gap closed will correspond to a HEDI score using the uploaded conversion chart in 7.3.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See attachment.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attachment.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attachment.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See attachment.

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

assets/survey-uploads/5365/149304-lha0DogRNw/Tioga CSD Growth 20 Chart.doc

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.

N/A

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document.	Checked

7.6) Assurances -- Comparable Growth Measures | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013
Updated Thursday, August 29, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growoth 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 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	5-8	(a) achievement on State assessments	NYS ELA and Math Grades 5-8 Assessments
	9-12	(d) measures used by district for teacher evaluation	All Regents examinations required for graduation (5 Regents Exams : NYS Algebra1 Common Core, NYS Comprehensive ELA , NYS Biology, NYS Global, NYS American History)

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 district will be measuring achievement by establishing a proficiency benchmark of a 2 or higher or a 65 or higher on the applicable assessments and the % of students meeting the proficiency target will correspond to the 0-15 or the 0-20 HEDI score. The following Regents exams will be included for the 9-12 achievement measure: NYS Algebra 1 Common Core Regents NYS Comprehensive ELA Regents NYS Biology Regents NYS Global Regents NYS American History Regents

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word)

(No response)

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

assets/survey-uploads/12190/533376-qBFVOWF7fC/Tioga Principal Local 15 and 20.docx

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

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

grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	K-4	(d) measures used by district for teacher evaluation	NYS ELA and Math State Assessment for grades 3 and 4

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 district will be measuring achievement by establishing a proficiency benchmark of a 2 or higher on the applicable assessments and the % of students meeting the proficiency target will correspond to the a 0-20 HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment.

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

(No response)

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

assets/survey-uploads/12190/533376-T8MlGWUVm1/Tioga Principal Local 15 and 20.docx

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

The percentage of students meeting the achievement measure will be weighted proportionately according to the number of students in each measure before being combined into a final HEDI score. Normal rounding rules will apply.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Wednesday, September 04, 2013

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.

Marzano's School Administrator Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Principals will receive up to 60 points from the Marzano Rubric. Tenured principals will be observed twice (one announced/one unannounced) and non-tenured principals will be observed three times (two announced/one unannounced), for a maximum 36 points of the 60. The remaining 24 points will come from a year long summative evaluation.

Domains 1 through 4 (total 18 components) will be used to determine the cumulative observation score. Points will be assigned as follows: H = 2, E = 1.5, D = 1, I = .5, not observed = 0. The cumulative score will be calculated by totaling all components . (For a component observed more than once a year, the highest HEDI point will be used in the calculation.)

The calculation for a non-tenured principal will be the same.

Domain 5 (6 components) will be used to determine the year long summative evaluation score out of 24 points. This summative evaluation is a review of evidence that has been collected by the evaluator throughout the school year. This evidence will be scored and points will be assigned as follows: H = 4, E = 3, D = 2, I = 1, not observed = 0. (For a component observed more than once a year, the highest HEDI point will be used in the calculation.)

The total score for the Rubric will be the sum of the observation scores and summative year long evaluation. Scores will be rounded to the nearest whole number (.5 and higher round up, below .5 round down).

A principal's rounded HEDI score will not move them to another rating category.

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

assets/survey-uploads/5143/149315-pMADJ4gk6R/Tioga CSD 60 (Principals).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.	An administrator that earns a cumulative score of 55-60 from the observations and year end summative evaluation will be in the highly effective category for other measures of effectiveness.
Effective: Overall performance and results meet standards.	An administrator that earns a cumulative score of 50-54 from the observations and year end summative evaluation will be in the effective category for other measures of effectiveness
Developing: Overall performance and results need improvement in order to meet standards.	An administrator that earns a cumulative score of 40-49 from the observations and year end summative evaluation will be in the developing category for other measures of effectiveness.
Ineffective: Overall performance and results do not meet standards.	An administrator that earns a cumulative score of 0-39 from the observations and year end summative evaluation will be in the Inneffective category for other measures of effectiveness.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	50-54
Developing	40-49
Ineffective	0-39

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Monday, June 10, 2013

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	55-60
Effective	50-54
Developing	40-49
Ineffective	0-39

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 Tuesday, April 30, 2013
Updated Wednesday, August 28, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/12168/533379-Df0w3Xx5v6/Princip Improve Plan.pdf

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:

TIOGA CENTRAL SCHOOL DISTRICT APPEALS PROCESS FOR PRINCIPALS
Appeals Process
A tenured principal may challenge the overall rating (Ineffective only) on the final APPR composite score or an unsatisfactory rating on a principal improvement plan. In an appeal,
the principal has the burden of demonstrating a clear legal right to the relief requested and the
burden of establishing the facts upon which petitioner seeks relief.
Process
• The principal must submit to the evaluator (Superintendent) additional information specific to the point of disagreement, using the "challenge" document, in writing no later than twenty (20) business days of receipt of the final APPR composite score or receipt of the unsatisfactory improvement plan. Such written response shall become part of the appraisal record and shall be attached to the Summative Evaluation.
• The evaluator (Superintendent) will meet with the principal no later than ten (10) business days of receipt of the appeal and will issue a written decision. If the challenge is upheld, then the process ceases and the evaluation score will be revisited. If the challenge is denied, the decision of the evaluator may be appealed to the District Superintendent.
• The challenge, together with the record, will be forwarded (by the principal) to the District Superintendent no later than one (1) business day from the issued written decision.
• No later than ten (10) business days of receiving the written challenge, the
District Superintendent shall review the record which consists of all documents used in the
appraisal and the written challenge, and will issue a written decision.
• At any time during the appeals process, the District Superintendent shall interview the principal and the Superintendent in separate meetings.
• If the challenge is upheld, then the evaluation score will be revisited.
• If the challenge is denied, the decision shall state the reasons for the denial.
• The decision of the District Superintendent shall be final.

Our district assures that the appeal process will be timely and expeditious in compliance with Education Law 3012-c.

TIOGA CENTRAL SCHOOL DISTRICT APPEALS CHALLENGE FORM FOR PRINCIPALS
CHALLENGE FORM
Name Evaluator(s)_
Position School/District
Date
Please indicate grounds for the principal appeal (all categories may be challenged for each
overall summative evaluation rating scored to be Ineffective for a tenured teacher.) All
grounds for appeal must be submitted on the initial challenge form. Any issue not raised
in the initial challenge form will be deemed waived.

Adherence to APPR Evaluation Standards/Methodologies

Adherence to Commissioner's Regulations
Compliance with Locally Negotiated Standards that don't fall under the Grievance
Procedure

Clerical Scoring Error (If the principal is not rated ineffective, but there has been a
clerical error in calculating the final score), the principal may request (in writing) of the administration
that the final score be reviewed and rectified, if appropriate. District administration has
the obligation to review and rectify the final score under these circumstances. In the event of a possible Clerical Scoring Error, the principal should notify the evaluator in writing within 5 business days of receiving their score. The score would be reviewed and a decision would be made within 3 business days.

If a developing principal has satisfactorily completed a TIP but receives a developing
composite score in the subsequent year, they have a right to file an appeal.
The principal shall write a specific description of the rating in dispute, and shall attach
any supporting documentation to be considered as part of the appeal.

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.

The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:
(1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
(2) Evidence-based observation techniques that are grounded in research;
(3) Application and use of the student growth percentile model and the value-added growth model;
(4) Application and use of the teacher rubric, including training on the effective application of such rubrics to observe a teacher's practice;
(5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.;
(6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers;
(7) Use of the Statewide Instructional Reporting System;
(8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their subcomponent ratings; and
(9) Specific considerations in evaluating teachers of English language learners and students with disabilities.

The Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training, certification or re-certification, as applicable, shall not conduct or complete evaluations.

Initial training will include scheduled regional meetings specific to the Marzano rubric. These will take place at least twice a year. Additionally, initial training will include 9 hours of Lead Evaluator Training.

Evaluators will be re-certified annually based on their participation at ongoing regional meetings specific to the Marzano rubric.

Inter rater reliability is not an issue but the Superintendent will attend additional training to ensure proper calibration.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013
Updated Monday, September 09, 2013

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/533380-3Uqgn5g9Iu/Tioga APPR Signatures 9.6.13.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

HEDI Scoring	*20 Point "Growth" Chart: % Gap Closed* *In the event that an assessment ends in a score of 1-4, the following score conversion will be used prior to calculating the % of gap closed:* *1=50%* *2=65%* *3=85%* *4=100%*																				
	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
	30% or greater	28-29%	26-27%	25%	24%	23%	22%	21%	20%	19%	18%	17%	16%	15%	14%	13%	12%	11%	6-10%	1-5%	0% or negative

Tioga Central School District

Locally Selected Measures of Student Achievement Targets

- % of students enrolled that achieve a level 2, 3, or 4 on a 3-8 State Assessment (Grades 3-6 will use ELA)

OR

- % of students enrolled that achieve the district established passing grade (High School=65, Middle School=70, Elementary School=75) on the Post Assessment (k-2 will use the ELA Post Test)

OR

- % of students enrolled that achieved a passing grade on the NY Regents Examination

20 Point Scale (Without Value Added)

Highly Effective (18-20 points)	96% or higher=20 91-95%=19 points 86-90%=18 points
Effective (9-17 points)	81-85%=17 points 76-80%=16 points 70-75%=15 points 66-69%=14 points 61-65%=13 points 58-60%=12 points 55-57%=11 points 52-54%=10 points 50-51%=9 points
Developing (3-8 points)	45-49%=8 points 42-44%=7 points 39-41%=6 points 36-38%=5 points 33-35%=4 points 30-32%=3 points
Ineffective (0-2 points)	21-29%=2 points 11-20%=1 point 0-10%=0 points

15 Point Scale (With Value Added)

Highly Effective (14-15 points)	94% and above=15 points 86%-93%=14 points
Effective (8-13 points)	81-85%=13 points 76%-80%=12 points 69-75%=11 points 63-68%=10 points 56-62%=9 points 50-55%=8 points
Developing (3-7 points)	45-49%=7 points 40-44%=6 points 37-39%=5 points 34-36%=4 points 30-33%=3 points
Ineffective (0-2 points)	21-29%=2 points 11-20%=1 point 0-10%=0 points

Tioga Central School District

Locally Selected Measures of Student Achievement Targets

- % of students enrolled that achieve a level 2, 3, or 4 on a 3-8 State Assessment (Grades 3-6 will use ELA)

OR

- % of students enrolled that achieve the district established passing grade (High School=65, Middle School=70, Elementary School=75) on the Post Assessment (k-2 will use the ELA Post Test)

OR

- % of students enrolled that achieved a passing grade of 65 on the NY Regents Examination

20 Point Scale

Highly Effective (18-20 points)	96% or higher=20 91-95%=19 points 86-90%=18 points
Effective (9-17 points)	81-85%=17 points 76-80%=16 points 70-75%=15 points 66-69%=14 points 61-65%=13 points 58-60%=12 points 55-57%=11 points 52-54%=10 points 50-51%=9 points
Developing (3-8 points)	45-49%=8 points 42-44%=7 points 39-41%=6 points 36-38%=5 points 33-35%=4 points 30-32%=3 points
Ineffective (0-2 points)	21-29%=2 points 11-20%=1 point 0-10%=0 points

Tioga CSD

Other Measures 60 Points

HEDI Rating	Score	Average of Points When needed, HED will round to the nearest tenth and I will round to the nearest thousandth.
Highly Effective	60	4.000
Highly Effective	60	3.900
Highly Effective	60	3.800
Highly Effective	59	3.700
Highly Effective	59	3.600
Highly Effective	59	3.500
Effective	58	3.400
Effective	58	3.300
Effective	58	3.200
Effective	58	3.100
Effective	58	3.000
Effective	57	2.900
Effective	57	2.800
Effective	57	2.700
Effective	57	2.600
Effective	57	2.500
Developing	56	2.400
Developing	56	2.300
Developing	55	2.200
Developing	54	2.100
Developing	54	2.000
Developing	53	1.900
Developing	52	1.800
Developing	51	1.700
Developing	51	1.600
Developing	50	1.500
Ineffective	49	1.400
Ineffective	48	1.392
Ineffective	47	1.383
Ineffective	46	1.375
Ineffective	45	1.367
Ineffective	44	1.358
Ineffective	43	1.350
Ineffective	42	1.342
Ineffective	41	1.333
Ineffective	40	1.325
Ineffective	39	1.317
Ineffective	38	1.308

Ineffective	37	1.300
Ineffective	36	1.292
Ineffective	35	1.283
Ineffective	34	1.275
Ineffective	33	1.267
Ineffective	32	1.258
Ineffective	31	1.250
Ineffective	30	1.242
Ineffective	29	1.233
Ineffective	28	1.225
Ineffective	27	1.217
Ineffective	26	1.208
Ineffective	25	1.200
Ineffective	24	1.192
Ineffective	23	1.185
Ineffective	22	1.177
Ineffective	21	1.169
Ineffective	20	1.162
Ineffective	19	1.154
Ineffective	18	1.146
Ineffective	17	1.138
Ineffective	16	1.131
Ineffective	15	1.123
Ineffective	14	1.115
Ineffective	13	1.108
Ineffective	12	1.100
Ineffective	11	1.092
Ineffective	10	1.083
Ineffective	9	1.075
Ineffective	8	1.067
Ineffective	7	1.058
Ineffective	6	1.050
Ineffective	5	1.042
Ineffective	4	1.033
Ineffective	3	1.025
Ineffective	2	1.017
Ineffective	1	1.008
Ineffective	0	1.000
Ineffective	0	0.00

TIOGA CENTRAL SCHOOL DISTRICT
TEACHER IMPROVEMENT PLAN

_____	_____
Teacher	Composite Score
_____	_____
Subject/Grade	Score Breakdown

_____ Date(s): _____ _____ _____

Administrator Preconference Observation(s) Mentoring

PURPOSE:

Improvement plans are developed to help teachers focus on area(s) where they need extra assistance in order to improve professional practice.

PROCESS:

An Improvement Plan shall be developed by the evaluator when:

- A teacher's performance on the overall Summative Evaluation form is rated as "Developing" or "Ineffective".

IMPROVEMENT PLAN CONFERENCE

The teacher and evaluator should review the Improvement Plan Form before the Improvement Plan Conference to reflect on the items that will be discussed.

At the Improvement Plan Conference, the teacher and evaluator will develop a plan using the Improvement Plan Form.

IMPROVEMENT PLAN FORM

Improvement Plan Form must include:

1. Identification of the specific deficiencies and recommended area(s) for growth;
2. A timeline for the plan, including intermediate checkpoints, to determine progress.
3. The manner of assessing improvement in the identified deficiency areas;
4. Specific resources necessary to implement the plan, including, but not limited to, opportunities for the principal/teacher to work with his/her supervisor, mentors, veteran administrator(s) or other professional development opportunities.

Standards Chosen for Further Development	Action(s) to be Taken	Administrator's Responsibilities	Teacher's Responsibilities	Timeline for Progress	Indicators of Success	Improvements Made and Documented

Administrator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Representative / Witness Signature: _____ Date: _____

Or Teacher's Signature Waiving Representation: _____ Date: _____

MEETING DATES: _____ _____ _____ _____

Evaluator Comments: Meeting Date:_____

Teacher Comments:

Evaluator Comments: Meeting Date:_____

Teacher Comments:

Evaluator Comments: Meeting Date:_____

Teacher Comments:

Evaluator Comments: Meeting Date:_____

Teacher Comments:

Continuation/Completion of the Improvement Plan

The teacher has completed the Improvement Plan.

_____ Satisfactory _____ Unsatisfactory

If unsatisfactory, justification for this rating must be stated in writing. Unsatisfactory ratings for improvement plans may be subject to the appeals process.

_____ _____

Employee Signature Date

_____ _____

Evaluator's Signature Date

_____ _____

Representative/Witness Signature Date

_____ _____

Employee Signature Waiving Representation Date

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation of response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

Teacher's Written Response:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

HEDI Scoring	*20 Point "Growth" Chart: % Gap Closed* *In the event that an assessment ends in a score of 1-4, the following score conversion will be used prior to calculating the % of gap closed:* *1=50%* *2=65%* *3=85%* *4=100%*																				
	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
	30% or greater	28-29%	26-27%	25%	24%	23%	22%	21%	20%	19%	18%	17%	16%	15%	14%	13%	12%	11%	6-10%	1-5%	0% or negative

Tioga Central School District

Locally Selected Measures of Student Achievement Targets

- % of students enrolled that achieve a level 2,3,or 4 on a 3-8 State Assessment (Grades 3-8 will use the New York State ELA and Math exams).

- % of students enrolled that achieved a passing grade on the NY Regents Examinations specific to graduation requirements (NYS Algebra I, NYS Comprehensive ELA, NYS Biology, NYS Global, NYS American History).

20 Point Scale (Without Value Added)

Highly Effective (18-20 points)	96% or higher = 20 points
	91-95% = 19 points
	86-90% = 18 points
Effective (9-17 points)	81-85% = 17 points
	76-80% = 16 points
	70-75% = 15 points
	66-69% = 14 points
	61-65% = 13 points
	58-60% = 12 points
	55-57% = 11 points
	52-54% = 10 points
	50-51% = 9 points
Developing (3-8 points)	45-49% = 8 points
	42-44% = 7 points
	39-41% = 6 points
	36-38% = 5 points
	33-35% = 4 points
	30-32% = 3 points
Ineffective (0-2 points)	21-29% = 2 points
	11-20% = 1 point
	0-10% = 0 points

15 Point Scale (With Value Added)

Highly Effective (14-15 points)	94% and above = 15 points
	86-93% = 14 points
Effective (8-13 points)	81-85% = 13 points
	76-80% = 12 points
	69-75% = 11 points
	63-68% = 10 points
	56-62% = 9 points
	50-55% = 8 points
Developing (3-7 points)	45-49% = 7 points
	40-44% = 6 points
	37-39% = 5 points
	34-36% = 4 points
	30-33% = 3 points
Ineffective (0-2 points)	21-29% = 2 points
	11-20% = 1 point
	0-10% = 0 points

Tioga Central School District

Locally Selected Measures of Student Achievement Targets

- % of students enrolled that achieve a level 2,3,or 4 on a 3-8 State Assessment (Grades 3-8 will use the New York State ELA and Math exams).

- % of students enrolled that achieved a passing grade on the NY Regents Examinations specific to graduation requirements (NYS Algebra I, NYS Comprehensive ELA, NYS Biology, NYS Global, NYS American History).

20 Point Scale (Without Value Added)

Highly Effective (18-20 points)	96% or higher = 20 points
	91-95% = 19 points
	86-90% = 18 points
Effective (9-17 points)	81-85% = 17 points
	76-80% = 16 points
	70-75% = 15 points
	66-69% = 14 points
	61-65% = 13 points
	58-60% = 12 points
	55-57% = 11 points
	52-54% = 10 points
	50-51% = 9 points
Developing (3-8 points)	45-49% = 8 points
	42-44% = 7 points
	39-41% = 6 points
	36-38% = 5 points
	33-35% = 4 points
	30-32% = 3 points
Ineffective (0-2 points)	21-29% = 2 points
	11-20% = 1 point
	0-10% = 0 points

15 Point Scale (With Value Added)

Highly Effective (14-15 points)	94% and above = 15 points
	86-93% = 14 points
Effective (8-13 points)	81-85% = 13 points
	76-80% = 12 points
	69-75% = 11 points
	63-68% = 10 points
	56-62% = 9 points
	50-55% = 8 points
Developing (3-7 points)	45-49% = 7 points
	40-44% = 6 points
	37-39% = 5 points
	34-36% = 4 points
	30-33% = 3 points
Ineffective (0-2 points)	21-29% = 2 points
	11-20% = 1 point
	0-10% = 0 points

TIOGA CENTRAL SCHOOL DISTRICT
OTHER MEASURES 60 POINTS
(PRINCIPALS)

Cumulative Observation HEDI Rating – 36 Points

H	E	D	I
32-36	28-31	24-28	0-23

Summative Year End Evaluation HEDI Rating – 24 Points

H	E	D	I
21-24	19-20	15-18	0-14

Total Composite Score is calculated by adding the cumulative observation score and the summative year end evaluation score. Composite scores will be broken down into HEDI categories as follows:

In the cumulative and composite scoring, in the event of decimals, rounding will take place -.5 and higher will round up to the nearest whole number; below .5 will round down to the nearest whole number.

HEDI RATING	SCORE
Highly Effective	60
|	59
|	58
|	57
|	56
|	55
Effective	54
|	53
|	52
|	51
|	50
Developing	49
|	48
|	47
|	46
|	45
|	44
|	43
|	42
|	41
|	40
Ineffective	39
|	38
|	37
|	36
|	35
|	34
|	33
|	32
|	31
|	30
|	29
|	28
|	27
|	26
|	25
|	24
|	23
|	22
|	21
|	20

HEDI RATING	SCORE
Ineffective	19
|	18
|	17
|	16
|	15
|	14
|	13
|	12
|	11
|	10
|	9
|	8
|	7
|	6
|	5
|	4
|	3
|	2
|	1
|	0

TIOGA CENTRAL SCHOOL DISTRICT
PRINCIPAL IMPROVEMENT PLAN

_____ _____
Principal Composite Score

_____ _____
Subject/Grade Score Breakdown

_____ Date(s)_____ _____ _____
Administrator Observation(s) Observation(s) Observation(s)

PURPOSE:

Improvement plans are developed to help Principals focus on area(s) where they need extra assistance in order to improve professional practice.

PROCESS:

An Improvement Plan shall be developed by the Evaluator when:

- A Principal's performance on the overall Summative Evaluation form is rated as "Developing" or "Ineffective".

IMPROVEMENT PLAN CONFERENCE

The Principal and Evaluator should review the Improvement Plan Form before the Improvement Plan Conference to reflect on the items that will be discussed.

At the Improvement Plan Conference, the Principal and Evaluator will develop a plan using the Improvement Plan Form.

IMPROVEMENT PLAN FORM

Improvement Plan Form must include:

1. Identification of the specific deficiencies and recommended area(s) for growth;
2. A timeline for the plan, including intermediate checkpoints, to determine progress.
3. The manner of assessing improvement in the identified deficiency area(s);
4. Specific resources necessary to implement the plan, including, but not limited to, opportunities for the Principal to work with his/her supervisor, mentors, veteran administrator(s) or other professional development opportunities.

Standards Chosen for Further Development	Action(s) to be Taken	Administrator's Responsibilities	Teacher's Responsibilities	Timeline for Progress	Indicators of Success	Improvements Made and Documented

Evaluator's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

MEETING DATES: _____ _____

Evaluator Comments: Meeting Date

Principal Comments:

Evaluator Comments: Meeting Date

Principal Comments:

Evaluator Comments: Meeting Date

Principal Comments:

Evaluator Comments: Meeting Date

Principal Comments:

Continuation/Completion of the Improvement Plan

The Principal has completed the Improvement Plan.

_____ Satisfactory _____ Unsatisfactory

If unsatisfactory, justification for this rating must be stated in writing. Unsatisfactory ratings for improvement plans may be subject to the appeals process.

_____ _____

Principal Signature Date

_____ _____

Evaluator's Signature Date

Principal's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Principal's shall have the right to insert written explanation of response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

Principal's Written Response:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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

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

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

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

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

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

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

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date: 9/6/13

Teachers Union President Signature: Date: 9/6/13

Administrative Union President Signature: Date:

Not applicable

Board of Education President Signature: Date: 9/6/13