



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

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

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December 17, 2012

Mark D. LaRoach, Superintendent
Vestal Central School District
201 Main Street
Vestal, NY 13850

Dear Superintendent LaRoach:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Allen Buyck

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

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

Annual Professional Performance Reviews: 2012-13

Created Friday, October 12, 2012
Updated Friday, December 14, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 031601060000

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

031601060000

1.2) School District Name: VESTAL CSD

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

VESTAL CSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

-
- Performance Improvement Grant
-

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Friday, October 12, 2012
Updated Wednesday, December 05, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Broome-Tioga BOCES Regionally Developed Assessment for Grade K ELA
1	District, regional, or BOCES-developed assessment	Broome-Tioga BOCES Regionally Developed Assessment for Grade 1 ELA
2	District, regional, or BOCES-developed assessment	Broome-Tioga BOCES Regionally Developed Assessment for Grade 2 ELA

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final examination/State Assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those currently on the class roster and who take the examination will be calculated. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. 17% gap closing shall be considered the minimal amount of growth to be considered effective. The minimal growth score to be effective shall be calculated as follows: $(100 - \text{class average}) \times 17\% = \text{Gap Closing to be minimally effective}$.

After the final examination is administered and scored, a class average using those currently on the class roster and who take the examination will be determined. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Once the class average on the post-test is determined, the average Gap Closing percentile for the class shall be determined as follows:

$$\% \text{ Gap Closed} = (\text{Final Avg.} - \text{Pretest Avg.}) / (100 - \text{Pretest Avg.})$$

The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.

For 3rd grade, the class average shall be computed by converting the State test scores to percentages as follows:

score of 4 = 100%

score of 3 = 85%

score of 2 = 65%

score of 1 = 50%

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

26% or more of the Gap is closed average

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

17 to 25% of the Gap is closed

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

11 to 16% of the Gap is closed

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

10% or less of the Gap is closed

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	Broome-Tioga BOCES Regionally Developed Assessment for Grade K Math
1	District, regional, or BOCES-developed assessment	Broome-Tioga BOCES Regionally Developed Assessment for Grade 1 Math
2	District, regional, or BOCES-developed assessment	Broome-Tioga BOCES Regionally Developed Assessment for Grade 2 Math

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final examination/State Assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those currently on the class roster and who take the examination will be calculated. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. 17% gap closing shall be considered the minimal amount of growth to be considered effective. The minimal growth score to be effective shall be calculated as follows: $(100 - \text{class average}) \times 17\% = \text{Gap Closing to be minimally effective}$.

After the final examination is administered and scored, a class average using those currently on the class roster and who take the examination will be determined. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Once the class average on the post-test is determined, the average Gap Closing percentile for the class shall be determined as follows:

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The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.

For 3rd grade, the class average shall be computed by converting the State test scores to percentages as follows:

score of 4 = 100%

score of 3 = 85%

score of 2 = 65%

score of 1 = 50%

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

26% or more of the Gap is closed average

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

17 to 25% of the Gap is closed

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

11 to 16% of the Gap is closed

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

10% or less of the Gap is closed

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Broome-Tioga BOCES Regionally Developed Assessment for Grade 6 Science
7	District, regional or BOCES-developed assessment	Broome-Tioga BOCES Regionally Developed Assessment for Grade 7 Science
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final examination/State Assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those currently on the class roster and who take the examination will be calculated. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. 17% gap closing shall be considered the minimal amount of growth to be considered effective. The minimal growth score to be effective shall be calculated as follows: $(100 - \text{class average}) \times 17\% = \text{Gap Closing to be minimally effective}$.</p> <p>After the final examination is administered and scored, a class average using those currently on the class roster and who take the examination will be determined. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Once the class average on the post-test is determined, the average Gap Closing percentile for the class shall be determined as follows: $\% \text{ Gap Closed} = (\text{Final Avg.} - \text{Pretest Avg.}) / (100 - \text{Pretest Avg.})$ The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	26% or more of the Gap is closed average
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 to 25% of the Gap is closed
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	11 to 16% of the Gap is closed
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	10% or less of the Gap is closed

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Broome-Tioga BOCES Regionally Developed Assessment for Grade 6 Social Studies
7	District, regional or BOCES-developed assessment	Broome-Tioga BOCES Regionally Developed Assessment for Grade 7 Social Studies
8	District, regional or BOCES-developed assessment	Broome-Tioga BOCES Regionally Developed Assessment for Grade 8 Social Studies

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

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

A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final examination/State Assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those currently on the class roster and who take the examination will be calculated. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. 17% gap closing shall be considered the minimal amount of growth to be considered effective. The minimal growth score to be effective shall be calculated as follows: $(100 - \text{class average}) \times 17\% = \text{Gap Closing to be minimally effective}$.

After the final examination is administered and scored, a class average using those currently on the class roster and who take the examination will be determined. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Once the class average on the post-test is determined, the average Gap Closing percentile for the class shall be determined as follows:

$$\% \text{ Gap Closed} = (\text{Final Avg.} - \text{Pretest Avg.}) / (100 - \text{Pretest Avg.})$$

The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.

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

26% or more of the Gap is closed average

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

17 to 25% of the Gap is closed

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

11 to 16% of the Gap is closed

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

10% or less of the Gap is closed

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	Broome-Tioga BOCES Regionally Developed Assessment for Global 1

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final examination/State Assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those currently on the class roster and who take the examination will be calculated. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. 17% gap closing shall be considered the minimal amount of growth to be considered effective. The minimal growth score to be effective shall be calculated as follows: $(100 - \text{class average}) \times 17\% = \text{Gap Closing to be minimally effective}$.</p> <p>After the final examination is administered and scored, a class average using those currently on the class roster and who take the examination will be determined. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Once the class average on the post-test is determined, the average Gap Closing percentile for the class shall be determined as follows: $\% \text{ Gap Closed} = (\text{Final Avg.} - \text{Pretest Avg.}) / (100 - \text{Pretest Avg.})$ The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	26% or more of the Gap is closed average
Effective (9 - 17 points) Results meet District goals for similar students.	17 to 25% of the Gap is closed
Developing (3 - 8 points) Results are below District goals for similar students.	11 to 16% of the Gap is closed

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

10% or less of the Gap is closed

2.7) High School Science Regents Courses

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

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

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

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

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

A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final examination/State Assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those currently on the class roster and who take the examination will be calculated. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. 17% gap closing shall be considered the minimal amount of growth to be considered effective. The minimal growth score to be effective shall be calculated as follows: $(100 - \text{class average}) \times 17\% = \text{Gap Closing to be minimally effective}$.

After the final examination is administered and scored, a class average using those currently on the class roster and who take the examination will be determined. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Once the class average on the post-test is determined, the average Gap Closing percentile for the class shall be determined as follows:
 $\% \text{ Gap Closed} = (\text{Final Avg.} - \text{Pretest Avg.}) / (100 - \text{Pretest Avg.})$
The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.

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

26% or more of the Gap is closed average

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

17 to 25% of the Gap is closed

Developing (3 - 8 points) Results are below District goals for similar students.	11 to 16% of the Gap is closed
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	10% or less of the Gap is closed

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final examination/State Assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those currently on the class roster and who take the examination will be calculated. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. 17% gap closing shall be considered the minimal amount of growth to be considered effective. The minimal growth score to be effective shall be calculated as follows: $(100 - \text{class average}) \times 17\% = \text{Gap Closing to be minimally effective}$.</p> <p>After the final examination is administered and scored, a class average using those currently on the class roster and who take the examination will be determined. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Once the class average on the post-test is determined, the average Gap Closing percentile for the class shall be determined as follows:</p> $\% \text{ Gap Closed} = (\text{Final Avg.} - \text{Pretest Avg.}) / (100 - \text{Pretest Avg.})$ <p>The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.</p>
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	26% or more of the Gap is closed average
Effective (9 - 17 points) Results meet District goals for similar students.	17 to 25% of the Gap is closed

Developing (3 - 8 points) Results are below District goals for similar students.	11 to 16% of the Gap is closed
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	10% or less of the Gap is closed

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	Broome-Tioga BOCES Regionally Developed Assessment for Grade 9 English
Grade 10 ELA	District, regional or BOCES-developed assessment	Broome-Tioga BOCES Regionally Developed Assessment for Grade 10 English
Grade 11 ELA	Regents assessment	Regents assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>A pre-test will be administered at the beginning of the class (generally in the first 5 weeks) and a final examination/State Assessment will be administered at the end of the class. After the pre-test is administered and scored, a class average using those currently on the class roster and who take the examination will be calculated. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. 17% gap closing shall be considered the minimal amount of growth to be considered effective. The minimal growth score to be effective shall be calculated as follows: $(100 - \text{class average}) \times 17\% = \text{Gap Closing to be minimally effective}$.</p> <p>After the final examination is administered and scored, a class average using those currently on the class roster and who take the examination will be determined. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Once the class average on the post-test is determined, the average Gap Closing percentile for the class shall be determined as follows:</p> $\% \text{ Gap Closed} = \frac{(\text{Final Avg.} - \text{Pretest Avg.})}{(100 - \text{Pretest Avg.})}$ <p>The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.</p>
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The scale attached in 2.11 is then used to determine the points achieved by the teacher for that class based on his/her gap closing percentile. If multiple classes are used for that teacher's SLO score, the weighted average of the scores for the classes involved shall be used.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students. 26% or more of the Gap is closed average

Effective (9 - 17 points) Results meet District goals for similar students. 17 to 25% of the Gap is closed

Developing (3 - 8 points) Results are below District goals for similar students. 11 to 16% of the Gap is closed

Ineffective (0 - 2 points) Results are well-below District goals for similar students. 10% or less of the Gap is closed

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/5364/194816-TXEttx9bQW/REVIEW ROOM State Growth Table 2-11.docx

2.12) Locally Developed Controls

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

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

Not applicable

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Friday, October 12, 2012

Updated Wednesday, December 05, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	School-wide K-5 achievement goals based on student proficiency on grades 3-5 ELA and Math state assessments.
5	6(ii) School wide measure computed locally	School-wide K-5 achievement goals based on student proficiency on grades 3-5 ELA and Math state assessments.

6	6(ii) School wide measure computed locally	School-wide 6-8 achievement goals based on student proficiency on grades 6-8 ELA and Math state assessments.
7	6(ii) School wide measure computed locally	School-wide 6-8 achievement goals based on student proficiency on grades 6-8 ELA and Math state assessments.
8	6(ii) School wide measure computed locally	School-wide 6-8 achievement goals based on student proficiency on grades 6-8 ELA and Math state assessments.

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.	K-5 teachers school-wide will receive a HEDI score/rating calculated by comparing the grade 3-5 average proficiency score on ELA and math state assessments to the state average proficiency score for grades 3-5. 6-8 teachers school-wide will receive a HEDI score/rating calculated by comparing the grade 6-8 average proficiency score on ELA and math state assessments to the state average proficiency score for grades 6-8. The scale attached in 3.3 will be used to determine the K-5 and 6-8 school-wide HEDI score/rating.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency exceeds state average proficiency by 5 points or more.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is comparable to state average proficiency within a range of 4 points above or 6 points below the state average.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is below the state average proficiency by between 7 and 16 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is far below state average proficiency by 17 or more points.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	School-wide K-5 achievement goals based on student proficiency on grades 3-5 ELA and Math state assessments.
5	6(ii) School wide measure computed locally	School-wide K-5 achievement goals based on student proficiency on grades 3-5 ELA and Math state assessments.
6	6(ii) School wide measure computed locally	School-wide 6-8 achievement goals based on student proficiency on grades 6-8 ELA and Math state assessments.

7	6(ii) School wide measure computed locally	School-wide 6-8 achievement goals based on student proficiency on grades 6-8 ELA and Math state assessments.
8	6(ii) School wide measure computed locally	School-wide 6-8 achievement goals based on student proficiency on grades 6-8 ELA and Math state assessments.

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.	K-5 teachers school-wide will receive a HEDI score/rating calculated by comparing the grade 3-5 average proficiency score on ELA and math state assessments to the state average proficiency score for grades 3-5. 6-8 teachers school-wide will receive a HEDI score/rating calculated by comparing the grade 6-8 average proficiency score on ELA and math state assessments to the state average proficiency score for grades 6-8. The scale attached in 3.3 will be used to determine the K-5 and 6-8 school-wide HEDI score/rating.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency exceeds state average proficiency by 5 points or more.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is comparable to state average proficiency within a range of 4 points above or 6 points below the state average.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is below the state average proficiency by between 7 and 16 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is far below state average proficiency by 17 or more points.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/194891-rhJdBgDruP/3.3 Local Growth 15 pts VCSD.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	School-wide K-5 achievement goals based on student proficiency on grades 3-5 ELA and Math state assessments.
1	6(ii) School-wide measure computed locally	School-wide K-5 achievement goals based on student proficiency on grades 3-5 ELA and Math state assessments.
2	6(ii) School-wide measure computed locally	School-wide K-5 achievement goals based on student proficiency on grades 3-5 ELA and Math state assessments.
3	6(ii) School-wide measure computed locally	School-wide K-5 achievement goals based on student proficiency on grades 3-5 ELA and Math state assessments.

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.	K-5 teachers school-wide will receive a HEDI score/rating calculated by comparing the grade 3-5 average proficiency score on ELA and math state assessments to the state average proficiency scores for grades 3-5. The scale attached in 3.13 will be used to determine the K-5 and 6-8 school-wide HEDI score/rating.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency exceeds state average proficiency by 10 points or more.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is comparable to state average proficiency within a range of 9 points above or below the state average.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is below the state average proficiency by between 10 and 20 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is far below state average proficiency by 21 or more points.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	School-wide K-5 achievement goals based on student proficiency on grades 3-5 ELA and Math state assessments.
1	6(ii) School-wide measure computed locally	School-wide K-5 achievement goals based on student proficiency on grades 3-5 ELA and Math state assessments.

2	6(ii) School-wide measure computed locally	School-wide K-5 achievement goals based on student proficiency on grades 3-5 ELA and Math state assessments.
3	6(ii) School-wide measure computed locally	School-wide K-5 achievement goals based on student proficiency on grades 3-5 ELA and Math state assessments.

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.	K-5 teachers school-wide will receive a HEDI score/rating calculated by comparing the grade 3-5 average proficiency score on ELA and math state assessments to the state average proficiency scores for grades 3-5. The scale attached in 3.13 will be used to determine the K-5 and 6-8 school-wide HEDI score/rating.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency exceeds state average proficiency by 10 points or more.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is comparable to state average proficiency within a range of 9 points above or below the state average.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is below the state average proficiency by between 10 and 20 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is far below state average proficiency by 21 or more points.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	School-wide 6-8 achievement goals based on student proficiency on grades 6-8 ELA and Math state assessments.
7	6(ii) School wide measure computed locally	School-wide 6-8 achievement goals based on student proficiency on grades 6-8 ELA and Math state assessments.
8	6(ii) School wide measure computed locally	School-wide 6-8 achievement goals based on student proficiency on grades 6-8 ELA and Math state assessments.

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.	6-8 teachers school-wide will receive a HEDI score/rating calculated by comparing the grade 6-8 average proficiency score on ELA and math state assessments to the state average proficiency score. The scale attached in 3.13 will be used to determine the K-5 and 6-8 school-wide HEDI score/rating.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide proficiency exceeds state average proficiency by 10 points or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is comparable to state average proficiency within a range of 9 points above or below the state average.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is below the state average proficiency by between 10 and 20 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is far below state average proficiency by 21 or more points.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	School-wide 6-8 achievement goals based on student proficiency on grades 6-8 ELA and Math state assessments.
7	6(ii) School wide measure computed locally	School-wide 6-8 achievement goals based on student proficiency on grades 6-8 ELA and Math state assessments.
8	6(ii) School wide measure computed locally	School-wide 6-8 achievement goals based on student proficiency on grades 6-8 ELA and Math state assessments.

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.	6-8 teachers school-wide will receive a HEDI score/rating calculated by comparing the grade 6-8 average proficiency score on ELA and math state assessments to the state average proficiency score. The scale attached in 3.13 will be used to determine the K-5 and 6-8 school-wide HEDI score/rating.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency exceeds state average proficiency by 10 points or more.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is comparable to state average proficiency within a range of 9 points above or below the state average.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is below the state average proficiency by between 10 and 20 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is far below state average proficiency by 21 or more points.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	School-wide 9-12 achievement goal based on combined student proficiency on all Regents.
Global 2	6(ii) School wide measure computed locally	School-wide 9-12 achievement goal based on combined student proficiency on all Regents.
American History	6(ii) School wide measure computed locally	School-wide 9-12 achievement goal based on combined student proficiency on all Regents.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All 9-12 teachers school-wide will receive a HEDI score/rating calculated by comparing the district's average Regents proficiency scores (65 or above) on all administered Regents to the state average proficiency score for the same set of Regents. The Regents that will be used to determine the district average proficiency score will be: Algebra, Geometry, Algebra 2, Earth Science, Living Environment, Chemistry, Physics, Global History, U.S. History, English. The scale attached in 3.13 will be used to determine 9-12 HEDI score/rating.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency exceeds state average proficiency by 10 points or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is comparable to state average proficiency within a range of 9 points above or below the state average.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is below the state average proficiency by between 10 and 20 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is far below state average proficiency by 21 or more points.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	School-wide 9-12 achievement goal based on combined student proficiency on all Regents.
Earth Science	6(ii) School wide measure computed locally	School-wide 9-12 achievement goal based on combined student proficiency on all Regents.
Chemistry	6(ii) School wide measure computed locally	School-wide 9-12 achievement goal based on combined student proficiency on all Regents.
Physics	6(ii) School wide measure computed locally	School-wide 9-12 achievement goal based on combined student proficiency on all Regents.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All 9-12 teachers school-wide will receive a HEDI score/rating calculated by comparing the district's average Regents proficiency scores (65 or above) on all administered Regents to the state average proficiency score for the same set of Regents. The Regents that will be used to determine the district average proficiency score will be: Algebra, Geometry, Algebra 2, Earth Science, Living Environment, Chemistry, Physics, Global History, U.S. History, English. The scale attached in 3.13 will be used to determine 9-12 HEDI score/rating.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency exceeds state average proficiency by 10 points or more.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is comparable to state average proficiency within a range of 9 points above or below the state average.

Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is below the state average proficiency by between 10 and 20 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is far below state average proficiency by 21 or more points.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	School-wide 9-12 achievement goal based on combined student proficiency on all Regents.
Geometry	6(ii) School wide measure computed locally	School-wide 9-12 achievement goal based on combined student proficiency on all Regents.
Algebra 2	6(ii) School wide measure computed locally	School-wide 9-12 achievement goal based on combined student proficiency on all Regents.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All 9-12 teachers school-wide will receive a HEDI score/rating calculated by comparing the district's average Regents proficiency scores (65 or above) on all administered Regents to the state average proficiency score for the same set of Regents. The Regents that will be used to determine the district average proficiency score will be: Algebra, Geometry, Algebra 2, Earth Science, Living Environment, Chemistry, Physics, Global History, U.S. History, English. The scale attached in 3.13 will be used to determine 9-12 HEDI score/rating.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency exceeds state average proficiency by 10 points or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is comparable to state average proficiency within a range of 9 points above or below the state average.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is below the state average proficiency by between 10 and 20 points.

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

School-wide average proficiency is far below state average proficiency by 21 or more points.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	School-wide 9-12 achievement goal based on combined student proficiency on all Regents.
Grade 10 ELA	6(ii) School wide measure computed locally	School-wide 9-12 achievement goal based on combined student proficiency on all Regents.
Grade 11 ELA	6(ii) School wide measure computed locally	School-wide 9-12 achievement goal based on combined student proficiency on all Regents.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All 9-12 teachers school-wide will receive a HEDI score/rating calculated by comparing the district's average Regents proficiency scores (65 or above) on all administered Regents to the state average proficiency score for the same set of Regents. The Regents that will be used to determine the district average proficiency score will be: Algebra, Geometry, Algebra 2, Earth Science, Living Environment, Chemistry, Physics, Global History, U.S. History, English. The scale attached in 3.13 will be used to determine 9-12 HEDI score/rating.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency exceeds state average proficiency by 10 points or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is comparable to state average proficiency within a range of 9 points above or below the state average.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is below the state average proficiency by between 10 and 20 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is far below state average proficiency by 21 or more points.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is comparable to state average proficiency within a range of 9 points above or below the state average.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is below the state average proficiency by between 10 and 20 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide average proficiency is far below state average proficiency by 21 or more points.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/194891-y92vNseFa4/3.13 Local Growth 20 pts VCSD.docx

3.14) Locally Developed Controls

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

No controls

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.

Within this model teachers will receive one local measure based on their affiliation with grades K-5, 6-8, or 9-12. Teachers will receive the local measure school-wide score for the level in which the greatest number of their students are enrolled.

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 Friday, October 12, 2012
Updated Friday, December 14, 2012

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

No

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

Tenured Teachers

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

assets/survey-uploads/5091/194888-2UoxI2HPmn/Form 4.2 Probationary PointsWithinOtherMeasures.doc

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.

Sixty points of the composite score will be determined through teacher observations (one formal/announced and one informal/unannounced for tenured; two formal/announced and one informal/unannounced for probationary) and a structured review of artifacts during a summative meeting. In addition, teachers will have the opportunity to participate in ongoing formative conferences with their evaluator to contribute additional evidence in support of their practices as needed.

The formal observation will consist of a pre-observation and post observation conferences as a framework for the observation. Teachers will be encouraged to provide additional evidence and artifacts prior to or after the observation that can include assessments, samples of student work, and communication with families, etc. During the observation process NYS Standards 1 through 5 will be evidenced annually.

In addition to required formal and informal observations, teacher will participate in a required summative conference with the evaluator once all observations have been completed. Teachers may also schedule optional formative conferences throughout the school year to dialogue about their practice and supplemental evidence. During the summative conference, NYS Standards 6 through 7 will be evidenced annually.

The observations (two tenured or three probationary) will receive 40 of the 60 points for tenured faculty or 45 of the 60 points for non-tenured faculty. The summative conference is a structured review of artifacts that will receive 20 of the 60 points for tenured faculty and 15 of the 60 points for non-tenured faculty.

The table entitled, "Professional Practice Rating" (attached) is the framework used for establishing and recording points within this framework. The process for assigning points is outlined below:

1. Formal and informal observations: For each formal and informal observation an average rating between 1 and 4 (ineffective to highly effective) will be arrived at as follows. Points will be assigned to elements and indicators for each of standards 1 through 5 on the NYSUT rubric based on evidence gathered through observations and related artifacts. For each indicator points will be assigned as follows: A rating of ineffective will receive one (1) point. A rating of developing will receive two (2) points. A rating of effective will receive three (3) points. A rating of highly effective will receive four (4) points. Within each standard points for the indicators will be averaged. An average will then be generated from all five standards. This average will reflect the average rating for the formal or informal observation.

2. Summative Conference: The same process will occur with the summative conference. Points will be assigned to elements and indicators for each of standards 6 and 7 on the NYSUT rubric based on evidence gathered through artifacts and portfolio reviews. For each indicator points will be assigned as follows: A rating of ineffective will receive one (1) point. A rating of developing will receive two (2) points. A rating of effective will receive three (3) points. A rating of highly effective will receive four (4) points. For standard 6 and 7 the points for the indicators will be averaged. An average will then be generated from both standard 6 and 7. This average will reflect the average rating for the summative conference.

The average score for the formal observation, informal observation, and summative conference will be combined to create a final average. This average will be compared to the conversion chart (attached) to determine total points out of the 60 points to be assigned.

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/5091/194888-eka9yMJ855/4.5 Conversion Chart and Professional Practice Rating Vestal CSD 12-14-12.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.	59-60 points earned on the rubric scoring chart.
Effective: Overall performance and results meet NYS Teaching Standards.	57-58 points earned on the rubric scoring chart.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	50-56 points earned on the rubric scoring chart.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-49 points earned on the rubric scoring chart.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Monday, October 15, 2012

Updated Monday, December 03, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, October 12, 2012
Updated Friday, December 14, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/195070-Df0w3Xx5v6/6-2 Teacher Improvement Plan.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. Appeals for Tenured Teachers: Appeals of annual professional performance reviews shall be limited to those that rate a tenured teacher as Ineffective or Developing only.

B. Appeals for Probationary Teachers: Appeals of annual professional performance reviews shall be limited to those that rate a probationary teacher as Ineffective only. Furthermore, for probationary teachers appeals are restricted to those evaluations which are completed prior to the final year of his/her probationary term. (e.g., a teacher serving a three year probationary appointment may file

an appeal for the evaluation corresponding to year one and year two of her/his probationary term, but not year three of the probationary term.

C. Purpose: The purpose of the appeals procedure shall be to equitably settle disputes for eligible teachers in Category A (Tenured) or B (Probationary) above.

D. Structure: A teacher eligible to file an appeal may only challenge the following in an appeal:

1.) The substance of the Annual Professional Performance Review (APPR)

2.) The District's adherence to the APPR process and procedures as approved by the Superintendent of the Vestal Central Schools and the Vestal Teachers' Association

3.) Adherence to the regulations of the Commissioner

4.) Compliance with the terms of the Teacher Improvement Plan (TIP)

E. Expedited 3020-a process outlined in 3012-c of the Education Law: The parties agree that tenured teachers receiving a rating of Ineffective for 2012-13 shall not have the 2012-13 rating utilized in the expedited 3020-a process.

F. Forms and Procedures: The parties agree that the forms and procedural steps required for the appeals process shall be mutually developed.

G. Burden of Proof: In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief or remedy requested and the burden of establishing the facts upon which teacher seeks a relief or remedy. The parties acknowledge and agree that the deciding authority at any level of appeal may recommend a relief or remedy which is a modification of the requested relief or remedy. In this event, if the parties agree with the recommended modification, the matter would be considered resolved.

H. Levels of Appeal: There shall be three levels of Appeal

Level 1 - Evaluator

a. (Informal) Following a qualifying event, as defined in Section D above, the teacher shall be encouraged and shall be entitled to schedule a follow up meeting to informally discuss with the evaluator any and all related issues.

b. (Formal) Any appeal must be submitted to the evaluator in writing no later than ten (10) school days of the date when the teacher receives his/her annual professional performance review. If a teacher is challenging the issuance or implementation of a teacher improvement plan, the appeal must be submitted in writing within ten (10) school days of issuance or of the time when the teacher knew or should have known of an alleged breach in the implementation of such plan.

c. When filing an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal, as well as the performance review and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted, if pending. In addition, the teacher shall identify the relief or remedy sought in the appeal. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.

d. Within ten (10) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written response to the appeal. As part of the evaluator's written response, she/he must indicate whether the relief or remedy sought is granted or denied. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal, and the VTA President, shall receive copies of the response and any and all additional information submitted with the response.

Level 2 – Procedural Review Panel (hereinafter “Panel”)

a. Within five (5) school days of receipt of the Level 1 response, if a teacher is not satisfied with such response, the teacher may submit the appeal to the Panel, which shall be comprised of one teacher chosen by the VTA President and one administrator selected by the Director of Instruction. The Panel will be provided all documentation submitted in both the appeal and the evaluator's response from Level 1 of this process. The Panel's scope of responsibility shall be limited to procedural matters only. If the appeal pertains to the substance of the evaluation, or if the appeal pertains in part to the substance of the evaluation then the appeal would move to Level 3.

b. Within five (5) school days of receipt of the teacher's appeal, the Panel will convene a meeting at which the teacher (and representative at the option of the teacher) and the evaluator (and representative at the option of the evaluator) will be allowed to present oral arguments in support of the appeal and the Level 1 response, respectively.

c. The Panel shall gather all information submitted by the teacher and provided by the evaluator. The Panel shall also prepare a written summary of the information from the meeting (Section b above). All information shall be reviewed in light of the procedural requirements of the APPR process. Upon completion of the collection and review of the information, the panel shall forward the information to the Director of Instruction. The submission to the Director of Instruction shall occur within five (5) school days of the meeting. The Director shall determine whether there were any procedural violations and whether the relief or remedy requested is granted or denied. Within five (5) school days of receiving the information the Director of Instruction shall convey the determination in writing to the teacher, the VTA President and the Superintendent of Schools.

Level 3 - Superintendent

a. Within five (5) school days of receipt of the Level 2 response, if a teacher is not satisfied with such response, the teacher may submit the appeal to the Superintendent of Schools. The Superintendent will be provided all documentation submitted in the appeal, as well as the evaluator's response and Advisory Panel's recommendation.

b. Within five (5) school days of receipt of the teacher's appeal, the Superintendent will conduct a hearing at which the teacher (and representative at the option of the teacher) and the evaluator (and representative at the option of the evaluator) will be allowed to present oral arguments in support of the appeal the response and recommendation

c. Within five (5) school days of the Superintendent hearing, the Superintendent will issue a written determination to the teacher, the VTA President, and the evaluator. The written determination shall indicate whether the relief or remedy sought is granted.

Exclusivity of 3012-c appeal process

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

Scope of Appeal Process

The parties acknowledge that nothing in the foregoing appeal process shall diminish the authority of the Superintendent of Schools and the Board of Education to interrupt a probationary appointment, deny tenure, or prefer charges for the purpose of proceeding to a hearing pursuant to 3020-a of the Education law during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the teacher's performance that is the subject of the appeal, unless such action would be contrary to applicable law or regulation.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The Superintendent shall ensure that all lead evaluators have been trained and certified in accordance with regulation. The district shall utilize BOCES Network Team evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include the following trainings:

- 1. The understanding and application of the New York State Teaching Standards and related elements and performance indicators;*
- 2. The practice of evidence based observation techniques that are grounded in research.*
- 3. The application and use of the student growth percentile model and the value added model;*
- 4. The application and use of the NYSUT Teacher Practice Rubric for evidenced based observations and evaluations;*
- 5. The application and use of district assessments tools for the collection and evaluation of evidence pertaining to teacher effectiveness in the context of formal and unannounced observations and structured reviews of instructional and professional artifacts.*
- 6. The application of the locally selected measures of student achievement as a basis for teacher evaluation;*
- 7. The use of the Statewide Instructional Reporting System;*
- 8. The scoring methodology used to generate scores for each subcomponent and the composite effectiveness score as well as the application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's overall composite ratings;*
- 9. The specific considerations for the effective evaluation of teachers of English language learners and students with disabilities.*

The Superintendent will ensure that lead evaluators participate in annual training and annual recertification. The BOCES Network term will be utilized to provide ongoing trainings. The following is a description of lead evaluator trainings delivered by the BT BOCES Network Team:

- 1. Critical attributes of evidenced based observations*
- 2. Rubric criteria for effective teaching and inter-rater reliability*
- 3. The evaluation of teachers of English language learners and students with disabilities*
- 4. Coaching and feedback*

The Director of Instruction will schedule monthly district-level lead evaluator trainings for the 2012-2013 school year to maintain inter-rater reliability and consistency in the application of the APPR process and procedures. The Director of Instruction will review APPR documents generated by evaluators on an ongoing basis throughout the school year to monitor inter-rater reliability and the

adherence to evidence based observations and evaluations. District- level evaluator trainings include:

- 1. Application of district developed APPR documents for the collection of evidence and APPR timeline.*
- 2. Alignment of the NYSUT Teacher Practice Rubric to existing practices and district initiatives in the areas of planning, instruction, and professional growth and development.*
- 3. The collection and categorization of evidence aligned to the NYSUT teacher Practice Rubric and NYS Teaching Standards*
- 4. Collaboration to ensure consistency of implementation, feedback, and evidence collection.*
- 5. Long-range planning to support ongoing teacher growth and development in the NYS teaching Standards, 21st Century Skills, constructivism, cognitive engagement, and data drive instruction.*

The Superintendent will ensure that lead evaluator training and re-certification occur on an annual basis. The BT BOCES Network Team will be used to provide annual training and recertification in conjunction with district level lead evaluator training.

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 Thursday, October 25, 2012
Updated Monday, December 03, 2012

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

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

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

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

K-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Not applicable		

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, October 16, 2012

Updated Tuesday, December 04, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	School-wide K-5 achievement goals based on student proficiency on grades 3-5 ELA and Math state assessments.
6-8	(d) measures used by district for teacher evaluation	School-wide 6-8 achievement goals based on student proficiency on grades 6-8 ELA and Math state assessments.
9-12	(d) measures used by district for teacher evaluation	School-wide 9-12 achievement goals based on combined student proficiency on all Regents.

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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>K-5 principals will receive a HEDI score/rating calculated by comparing the school-wide grade 3-5 average proficiency score on grades 3-5 ELA and math state assessments to the state average proficiency score for grades 3-5. The 6-8 principal will receive a HEDI score/rating calculated by comparing the school-wide grade 6-8 average proficiency score on grades 6-8 ELA and math state assessments to the state average proficiency score. The 9-12 principal will receive a HEDI score/rating calculated by comparing the school-wide average of all administered Regents proficiency scores (65 or above) to the state average proficiency score for the same set of Regents. The Regents that will be used to determine the district average proficiency score will be: Algebra, Geometry, Algebra 2, Earth Science, Living</p>
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Environment, Chemistry, Physics, Global History, U.S. History, English. The attached scale will be used to determine HEDI score/rating for the locally selected measure of student achievement for principals with a value added-measure (15pts).

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

School-wide average proficiency exceeds state average proficiency by 5 points or more.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

School-wide average proficiency is comparable to state average proficiency within a range of 4 points above or 6 points below the state average.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

School-wide average proficiency is below the state average proficiency by between 7 and 16 points.

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

School-wide average proficiency is far below state average proficiency by 17 or more points.

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

(No response)

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

assets/survey-uploads/5366/197797-qBFVOWF7fC/8.1 Local Growth 15 pts VCSD.docx

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Not applicable		

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.	Not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

Not applicable

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.

Not applicable

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
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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
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9. Other Measures of Effectiveness (Principals)

Created Thursday, October 25, 2012
Updated Monday, December 17, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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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
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Sixty points out of the 100-point composite score shall be an assessment of principal leadership and management based on the Multidimensional rubric aligned with the ISLLC 2008 standards. Evidence gathering for the rubric shall include school visits, meetings, and a portfolio. Principals will be evaluated annually on the complete Multidimensional rubric.

The Lead Evaluator shall conduct two school visits. Visits shall be completed by April 1. One visit shall be announced and one visit shall be unannounced. A mid-year assessment meeting shall occur between January 1 and January 31. A pre-assessment meeting shall occur prior to June 15. Other meetings may be scheduled by mutual agreement between the Lead Evaluator and the principal. The principal shall submit to the Lead Evaluator a portfolio of evidence benchmarked against the principal practice rubric. In addition to evidence based assessments, an annual group meeting will be conducted with all principals for ongoing review of leadership practices aligned to the ISLLC 2008 Leadership Standards.

The distribution of the sixty points for other measures of effectiveness among the six domains of the Multidimensional Rubric shall be as follows:

Domain 1: Shared Vision of Learning (0-10 points)

Domain 2: School Culture and Instructional Program (0-20 points)

Domain 3: Safe, Efficient, Effective Learning Environment (0-10 points)

Domain 4: Community (0-5 points)

Domain 5: Integrity, Fairness, and Ethics (0-10 points)

Domain 6: Political, Social, Economic and Legal Cultural Context (0-5 points)

The points for each domain shall be determined holistically by the lead evaluator. The Lead Evaluator shall rely on the school visits, meetings and portfolios in making the holistic determination in assigning points for each domain.

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/5143/207566-pMADJ4gk6R/9.7 Conversion Chart for Other Measures of Principal Effectiveness Vestal CSD_1.docx

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

Highly Effective: Overall performance and results exceed standards.	The principal has earned a rubric score of 54 to 60 points on the on the six domains of the Multidimensional rubric and a final score of between 59 and 60 points. (See Conversion Chart for Other Measures of Principal Effectiveness.)
Effective: Overall performance and results meet standards.	The principal has earned a rubric score of 41 to 53 points on the on the six domains of the Multidimensional rubric and a final score of between 57 and 58 points. (See Conversion Chart for Other Measures of Principal Effectiveness.)
Developing: Overall performance and results need improvement in order to meet standards.	The principal has earned a rubric score of 18 to 40 points on the on the six domains of the Multidimensional rubric and a final score of between 50 and 56 points. (See Conversion Chart for Other Measures of Principal Effectiveness.)
Ineffective: Overall performance and results do not meet standards.	The principal has earned a rubric score of 0 to 17 points on the on the six domains of the Multidimensional rubric and a final score of between 0 and 49 points. (See Conversion Chart for Other Measures of Principal Effectiveness.)

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Friday, October 26, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, October 25, 2012

Updated Monday, December 03, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/207607-Df0w3Xx5v6/11-2 Principal Improvement Plan_1.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEALS FOR TENURED AND PROBATIONARY PRINCIPALS

Tenured Principals: Appeals of annual professional performance reviews shall be limited to those that rate a principal as Ineffective or Developing only.

Probationary Principals: Appeals of annual professional performance reviews shall be limited to those that rate a principal as Ineffective only. Furthermore, appeals are restricted to those evaluations which are completed prior to the final year of his/her

probationary term. (e.g., a principal serving a three year probationary appointment may file an appeal for the evaluation corresponding to year one and year two of his/her probationary term.

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:

- 1. The substance of the annual professional performance review;*
- 2. The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;*
- 3. The adherence to the Commissioner's regulations, as applicable to such reviews;*
- 4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- 5. The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.*

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Regarding the implementation of the improvement plan, an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF

The principal shall provide documentation and evidence to support the appeal which shall be used by the reviewer to substantiate the decision to deny or affirm the appeal.

LEVELS OF APPEAL

There shall be two levels of appeals. Level one (1) shall be decided by the Superintendent of Schools. Level two (2) shall be decided by an administrator selected from a list provided by the District Superintendent of the Broome-Tioga BOCES. Such administrators must be trained in the Multidimensional Rubric.

TIMEFRAME FOR FILING APPEAL

Level 1 appeals must be submitted in writing no later than 15 working days of the date when the principal receives her /his final annual professional performance review. If a principal is challenging the issuance of principal improvement plan, appeals must be filed with 15 working days of issuance of such plan or a violation of the implementation of the improvement plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

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

Within ten (10) working days of the date that the principal files an appeal, the Lead Evaluator shall submit a detailed written response addressing those areas appealed by the principal. Any information not submitted at this time shall not be considered during the appeal process. All documents must be submitted to the Superintendent of Schools and a copy given to the principal.

TIMEFRAME FOR LEVEL 1 RESPONSE

The Superintendent shall consider all documents and materials submitted by the principal, and all documents and materials submitted by the Lead Evaluator. Within 15 working days of receipt of the appeal, the Superintendent shall provide a detailed written response to the appeal. The written response shall include copies of all documents and materials submitted by the principal and the Lead Evaluator. Copies of the written response and all accompanying documents and materials shall be provided to the principal and the Lead Evaluator.

APPEAL OF LEVEL 1 DECISION BY THE SUPERINTENDENT OF SCHOOLS

If the principal is not satisfied with the Level 1 response, the principal may request an appeal (Level 2) to an administrator to be selected from a list provided by the District Superintendent of the Broome-Tioga BOCES. Such requests must be made no later than 15 working days after receipt of the Level 1 response. Administrators on the list must be trained in the Multidimensional Rubric. The list provided by the District Superintendent of the Broome-Tioga BOCES shall be comprised of three names. The principal shall have the opportunity to eliminate one name from the list. The Lead Evaluator shall have the opportunity to eliminate one name from the list.

The remaining name shall be the administrator responsible for the Level 2 appeal.

TIMEFRAME FOR LEVEL 2 RESPONSE

The Level 2 administrator shall consider all documents and materials submitted by the principal, all documents and materials submitted by the Lead Evaluator, and all documents and materials from the Level 1 response. Within 15 working days of receipt of the appeal, the Level 2 administrator shall provide a detailed written response to the appeal and a decision to sustain or deny the appeal from the principal. If the decision is to sustain the appeal, the composite score and the HEDI rating will be voided. The written response shall include copies of all documents and materials submitted by the principal, the Lead Evaluator and from the Level 1 decision. Copies of the written response and all accompanying documents and materials shall be provided to the principal and the Superintendent of Schools. The decision of the Level 2 administrator shall be binding on all parties and final.

ADDENDUM TO EVALUATION

Regardless of the outcome of the appeals process, the principal shall be permitted to prepare and attach an addendum to an evaluation.

EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

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

11.4) Training and Certification of Lead Evaluators and Evaluators

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

Training for the Lead Evaluators of principals has been and will continue to be delivered by the Broome-Tioga BOCES Network Team. Essential outcomes for this training are as follows:

- 1. APPR regulations for principals*
- 2. Evidence based collection for principal*
- 3. Development and assessment of one or more measurable goals*
- 4. Collecting and rating evidence of rubric elements not measured by goals*
- 5. Inter-rater agreement and inter-rater reliability*
- 6. Feedback*
- 7. Scoring*
- 8. Principal improvement plan*

Regional training and recertification of Lead Evaluators for principals will be delivered by Broome-Tioga BOCES on an annual and ongoing basis.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
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 Friday, October 12, 2012

Updated Friday, December 14, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/195079-3Uqgn5g9Iu/Vestal CSD DIstrict Certification.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 Table for Student Learning Objectives
Vestal CSD

HEDI Rating	% Gap Closed	Points out of 20
Highly Effective	30% or greater	20
	28-29%	19
	26-27%	18
Effective	25%	17
	24%	16
	23%	15
	22%	14
	21%	13
	20%	12
	19%	11
	18%	10
	17%	9
Developing	16%	8
	15%	7
	14%	6
	13%	5
	12%	4
	11%	3
Ineffective	6-10%	2
	1-5%	1
	0 or negative	0

3.1 to 3.3

Local Growth Score Conversion (15 points)

Vestal's Average Proficiency Rate Compared to the State Average

HEDI	Local Achievement Score (15 PTS)	Vestal's Average Proficiency Rating (VAPR)
Highly Effective	15	7pts or More Above
	14	5-6 Above
Effective	13	3-4 Above
	12	1-2 Above
	11	Average State Proficiency
	10	1-2 Below
	9	3-4 Below
	8	5-6 Below
	Developing	7
6		9-10 Below
5		11-12 Below
4		13-14 Below
3		15-16 Below
Ineffective	2	17-18 Below
	1	19 Below
	0	20pts or More Below

3.13 Local Growth Score Conversion (20 points)

Vestal's Average Proficiency Rate Compared to the State Average

HEDI	Local Achievement Score (20 PTS)	Vestal's Average Proficiency Rating (VAPR)
Highly Effective	20	14 pts or More Above
	19	12-13 Above
	18	10-11 Above
Effective	17	7-9 Above
	16	5-6 Above
	15	3-4 Above
	14	1-2 Above
	13	Average State Proficiency
	12	1-2 Below
	11	3-4 Below
	10	5-6 Below
Developing	9	7-9 Below
	8	10-11 Below
	7	12-13 Below
	6	14-15 Below
	5	16 Below
	4	17-18 Below
Ineffective	3	19-20 Below
	2	21-30 Below
	1	31-35 Below
	0	36 pts or More Below

Form 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.

Fill in the group of teachers covered (e.g., "probationary teachers"): Probationary Teachers

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	45
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	15

Vestal Central School District
Professional Practice Rating --Tenured

Assessment of Teacher Effectiveness Standard	Observation #1 Evidence Score (Standards 1-5 must be rated)	Observation #2 Evidence Score (Standards 1-5 must be rated)	Summative Conference and Evidence Score (Standards 6-7 must be rated)
Standard 1 Knowledge of Student and Student Learning			
Standard 2 Knowledge of Content and Instructional Planning			
Standard 3 Instructional Practice			
Standard 4 Learning Environment			
Standard 5 Assessment for Student Learning			
Standard 6 Professional Responsibilities and Collaboration			
Standard 7 Professional Growth			
A. Subtotal of observation/evidence columns			
B. Divide by the number of standards evaluated in each column			
C. Average score of Professional Practice Rating (1-4) (Total B divided by 3)			
HEDI (See Conversion Chart)			
Sub-component score out of 60 pts. (See Conversion Chart)			

**Vestal Central School District
Professional Practice Rating – Non-Tenured**

Assessment of Teacher Effectiveness Standard	Observation #1 Evidence Score (Standards 1-5 must be rated)	Observation #2 Evidence Score (Standards 1-5 must be rated)	Observation #3 Evidence Score (Standards 1-5 must be rated)	Summative Conference and Evidence Score (Standards 6-7 must be rated)
Standard 1 Knowledge of Student and Student Learning				
Standard 2 Knowledge of Content and Instructional Planning				
Standard 3 Instructional Practice				
Standard 4 Learning Environment				
Standard 5 Assessment for Student Learning				
Standard 6 Professional Responsibilities and Collaboration				
Standard 7 Professional Growth				
A. Subtotal of observation/evidence columns				
B. Divide by the number of standards evaluated in each column				
C. Average score of Professional Practice Rating (1-4) (Total B divided by 4)				
HEDI (See Conversion Chart)				
Sub-component score out of 60 pts. (See Conversion Chart)				

Conversion Chart -- Other 60 for Professional Practice Rating

Overall Rubric Score	Rating Category	0-60 point distribution by rating category
1.0 -1.4	Ineffective	0 - 49
1.5 – 2.4	Developing	50- 56
2.5 – 3.4	Effective	57- 58
3.5 – 4.0	Highly Effective	59- 60
AVG	SCORE	HEDI
1.0	0	INEFFECTIVE
1.1	12	INEFFECTIVE
1.2	25	INEFFECTIVE
1.3	37	INEFFECTIVE
1.4	49	INEFFECTIVE
1.5	50	DEVELOPING
1.6	50	DEVELOPING
1.7	51	DEVELOPING
1.8	52	DEVELOPING
1.9	52	DEVELOPING
2.0	53	DEVELOPING
2.1	54	DEVELOPING
2.2	54	DEVELOPING
2.3	55	DEVELOPING
2.4	56	DEVELOPING
2.5	57	EFFECTIVE
2.6	57	EFFECTIVE
2.7	57	EFFECTIVE
2.8	57	EFFECTIVE
2.9	57	EFFECTIVE
3.0	58	EFFECTIVE
3.1	58	EFFECTIVE
3.2	58	EFFECTIVE
3.3	58	EFFECTIVE
3.4	58	EFFECTIVE
3.5	59	HIGHLY EFFECTIVE
3.6	59	HIGHLY EFFECTIVE
3.7	59	HIGHLY EFFECTIVE
3.8	59	HIGHLY EFFECTIVE
3.9	60	HIGHLY EFFECTIVE
4.0	60	HIGHLY EFFECTIVE

**VESTAL CENTRAL SCHOOL DISTRICT
Teacher Improvement Plan
2012-2013**

Teacher:	School:
Grade/Subject Area:	School Year to Commence:
Evaluator Developing Plan:	APPR Effective Category:

Timeline	Start Date:	Progress Meeting Date:	Completion Date:
----------	-------------	------------------------	------------------

1. Briefly describe areas of strength teacher brings to the plan:

2. Briefly describe areas in need of improvement:

3. Indicate a timeline for implementation of the improvement plan. Must include a minimum of one formative meeting (progress meeting) in addition to the required annual summative meetings and observations:

4. Strategies for implementing the improvement plan:

(Note: Delete all areas not subject to be addressed through this improvement plan)

Standard I: Knowledge of Students and Student Learning	
Action Steps: (Provide description)	
Needed Support/Resources	
Who is responsible for implementation and collection of evidence?	
Expected dates of completion	
Evidence of goal being met	

Standard II: Knowledge of Content and Instructional Planning	
Action Steps: (Provide description)	
Needed Support/Resources	
Who is responsible for implementation and collection of evidence?	
Expected dates of completion	
Evidence of goal being met	

Standard III: Instructional Practice	
Action Steps: (Provide description)	
Needed Support/Resources	
Who is responsible for implementation and collection of evidence?	
Expected dates of completion	
Evidence of goal being met	

Standard IV: Learning Environment	
Action Steps: (Provide description)	
Needed Support/Resources	
Who is responsible for implementation and collection of evidence?	
Expected dates of completion	
Evidence of goal being met	

Standard V: Assessment for Student Learning	
Action Steps: (Provide description)	
Needed Support/Resources	
Who is responsible for implementation and collection of evidence?	
Expected dates of completion	
Evidence of goal being met	

Standard VI: Professional Responsibilities and Collaboration	
Action Steps: (Provide description)	
Needed Support/Resources	
Who is responsible for implementation and collection of evidence?	
Expected dates of completion	
Evidence of goal being met	

Standard VII: Professional Growth	
Action Steps: (Provide description)	
Needed Support/Resources	
Who is responsible for implementation and collection of evidence?	
Expected dates of completion	
Evidence of goal being met	

Other (Specify):	
Action Steps: (Provide description)	
Needed Support/Resources	
Who is responsible for implementation and collection of evidence?	
Expected dates of completion	
Evidence of goal being met	

Other (Specify):	
Action Steps: (Provide description)	
Needed Support/Resources	
Who is responsible for implementation and collection of evidence?	
Expected dates of completion	
Evidence of goal being met	

Signature of Evaluator

Date

Signature of Teacher

Date

8.1

Local Growth Score Conversion (15 points)

Vestal's Average Proficiency Rate Compared to the State Average

HEDI	Local Achievement Score (15 PTS)	Vestal's Average Proficiency Rating (VAPR)
Highly Effective	15	7pts or More Above
	14	5-6 Above
Effective	13	3-4 Above
	12	1-2 Above
	11	Average State Proficiency
	10	1-2 Below
	9	3-4 Below
	8	5-6 Below
	7	7-8 Below
Developing	6	9-10 Below
	5	11-12 Below
	4	13-14 Below
	3	15-16 Below
	2	17-18 Below
Ineffective	1	19 Below
	0	20pts or More Below

**Conversion Chart for Other Measures of Principal Effectiveness
Multidimensional Rubric
Vestal Central School District**

Scoring Bands

Domain	Total Possible	Ineffective	Developing	Effective	Highly Effective
1	10	0-6	7	8-9	10
2	20	0-12	13-14	15-18	19-20
3	10	0-6	7	8-9	10
4	5	0-2	3	4	5
5	10	0-6	7	8-9	10
6	5	0-2	3	4	5

Conversation Chart

Rubric Score	Final Score	HEDI Rating	Rubric Score	Final Score	HEDI Rating
0	0	Ineffective	31	54	Developing
1	2	Ineffective	32	54	Developing
2	4	Ineffective	33	55	Developing
3	6	Ineffective	34	55	Developing
4	9	Ineffective	35	55	Developing
5	12	Ineffective	36	55	Developing
6	15	Ineffective	37	56	Developing
7	18	Ineffective	38	56	Developing
8	21	Ineffective	39	56	Developing
9	24	Ineffective	40	56	Developing
10	27	Ineffective	41	57	Effective
11	30	Ineffective	42	57	Effective
12	33	Ineffective	43	57	Effective
13	35	Ineffective	44	57	Effective
14	39	Ineffective	45	57	Effective
15	42	Ineffective	46	57	Effective
16	45	Ineffective	47	58	Effective
17	48	Ineffective	48	58	Effective
18	50	Developing	49	58	Effective
19	50	Developing	50	58	Effective
20	51	Developing	51	58	Effective
21	51	Developing	52	58	Effective
22	52	Developing	53	58	Effective
23	52	Developing	54	59	Highly Effective
24	52	Developing	55	59	Highly Effective
25	53	Developing	56	59	Highly Effective
26	53	Developing	57	60	Highly Effective
27	53	Developing	58	60	Highly Effective
28	53	Developing	59	60	Highly Effective
29	54	Developing	60	60	Highly Effective
30	54	Developing	60	60	Highly Effective

VESTAL CENTRAL SCHOOL DISTRICT
Principal Improvement Plan
2012-2013

- A. Upon rating a principal as ineffective or developing, a Principal Improvement Plan (PIP) designed to rectify perceived or demonstrated deficiencies shall be developed and commenced no later than ten (10) school days before the start of a school year. The Lead Evaluator for the principal, in conjunction with the principal, shall develop an improvement plan that contains:
1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
 2. Specific improvement goal/outcome statements.
 3. Specific improvement action steps/activities.
 4. A reasonable time line for achieving improvement.
 5. Required and accessible resources.
 6. A formative evaluation process documenting meetings scheduled monthly throughout the year to assess progress. These meetings shall be scheduled by the Lead Evaluator. A written summary of feedback by the Lead Evaluator on progress shall be given within ten (10) business days of each meeting.
 7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
 8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.
- B. The principal and the Lead Evaluator shall collaborate on draft of a PIP consistent with the rubric in (A) of this section and complete the draft no later than August 1. The Lead Evaluator will schedule a work session with the principal between August 1 and ten (10) days prior to the start of the school year to review and discuss the plan and to consider input from the principal.
- C. The formal, final written summative assessment in A.8 of this section shall be completed and reviewed with the principal by April 1.
- D. The Lead Evaluator may invite other senior staff to attend any meetings relative to the PIP. If the Lead Evaluator does invite other senior staff, the principal may invite Association representation to the meeting.
- E. The results of the summative assessment on the Principal Improvement Plan do not guarantee a specific rating on the current year APPR.

**VESTAL CENTRAL SCHOOL DISTRICT
Principal Improvement Plan
2012-2013**

Principal:	School:
Grades in Bldg:	School Year to Commence:
Evaluator Developing Plan:	APPR Effective Category:

Timeline	Start Date:	Progress Meeting Date(s):	Completion Date:
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1. Deficiencies that resulted in developing or development rating. Attach related documentation as applicable.

2. Specific improvement goal/outcome statements.

3. Indicate a timeline for implementation of the improvement plan. Must include a monthly progress meetings in addition to the required building annual visits and meetings:

4. Strategies for implementing the improvement plan:

(Note: Complete for each ISLLC Standard to be addressed in the PIP)

ISLLC Standard:	
Action Steps: (Provide description)	
Needed Support/Resources	
Who is responsible for implementation and collection of evidence and what evidence will be gathered?	
Expected dates of completion	
Evidence of goal being met	

5. Strategies for implementing the improvement plan which are not specifically linked to an ISLLC Standard:

Other (Specify):	
Action Steps: (Provide description)	
Needed Support/Resources	
Who is responsible for implementation and collection of evidence?	
Expected dates of completion	
Evidence of goal being met	

6. Formal, final written summative assessment shall be completed by April 1 and an opportunity shall be provided for the principal to provide written comment.

Signature of Evaluator

Date

Signature of Principal

Date

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

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

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

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

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

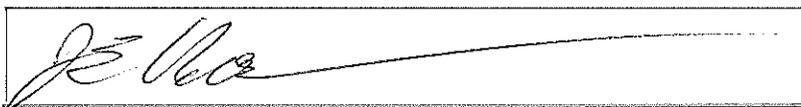
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

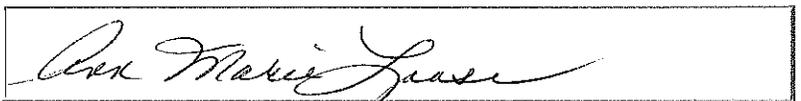
Superintendent Signature: Date: 12/14/12



Teachers Union President Signature: Date: 12/14/12



Administrative Union President Signature: Date: 12/14/12



Board of Education President Signature: Date: 12/14/12

