



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

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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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August 29, 2013

Harold Coles, Superintendent  
Westchester BOCES  
17 Berkley Dr.  
Rye Brook, NY 10573

Dear Superintendent Coles:

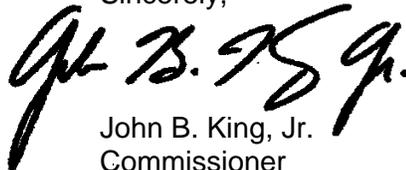
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

**NOTE:**

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

# Annual Professional Performance Reviews

Created Wednesday, August 28, 2013

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

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

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

669000000000

#### 1.2) School District Name:

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

WESTCHESTER BOCES

#### 1.3) Assurances

Please check all of the boxes below:

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

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

## 1.4) Submission Status

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

Re-submission to address deficiencies

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

Created Wednesday, August 28, 2013

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

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

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms  
**For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:**

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Reading Enterprise
1	State-approved 3rd party assessment	STAR Reading Enterprise
2	State-approved 3rd party assessment	STAR Reading Enterprise

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will administer pre-assessments to determine baseline data. The assessments indicated above will then be administered at the end of the year to determine academic growth during the school year. Individual targets will be set by the teachers based upon the students' baseline data and Administrators will approve the targets. All teachers will use the same overall target that 70% of the students will meet or exceed their individual growth targets. Further information is contained in the attached chart which provides the conversion from student performance to a 0-20 point distribution for the Comparable Growth Measure component for teachers.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are significantly above the SWBOCES established growth level goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet SWBOCES determined growth level goals.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below SWBOCES determined growth level goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are significantly below district established growth level goals.

## 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	State-approved 3rd party assessment	STAR MATH Enterprise
1	State-approved 3rd party assessment	STAR MATH Enterprise
2	State-approved 3rd party assessment	STAR MATH Enterprise

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will administer pre-assessments to determine baseline data. The assessments indicated above will then be administered at the end of the year to determine academic growth during the school year. Individual targets will be set by the teachers based upon the students' baseline data and Administrators will approve the targets. All teachers will use the same overall target that 70% of the students will meet or exceed their individual growth targets. Further information is contained in the attached chart which provides the conversion from student performance to a 0-20 point distribution for the Comparable Growth Measure component for teachers.
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Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet SWBOCES determined growth level goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below SWBOCES determined growth level goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are significantly below district established growth level goals.

## 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
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6	District, regional or BOCES-developed assessment	SWBOCES developed grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	SWBOCES developed grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will administer pre-assessments to determine baseline data. The assessments indicated above will then be administered at the end of the year to determine academic growth during the school year. Individual targets will be set by the teachers based upon the students' baseline data and Administrators will approve the targets. All teachers will use the same overall target that 70% of the students will meet or exceed their individual growth targets. Further information is contained in the attached chart which provides the conversion from student performance to a 0-20 point distribution for the Comparable Growth Measure component for teachers.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are significantly above the SWBOCES established growth level goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet SWBOCES determined growth level goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below SWBOCES determined growth level goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are significantly below district established growth level goals.

## 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	SWBOCES developed grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	SWBOCES developed grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	SWBOCES developed grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will administer pre-assessments to determine baseline data. The assessments indicated above will then be administered at the end of the year to determine academic growth during the school year. Individual targets will be set by the teachers based upon the students' baseline data and Administrators will approve the targets. All teachers will use the same overall target that 70% of the students will meet or exceed their individual growth targets. Further information is contained in the attached chart which provides the conversion from student performance to a 0-20 point distribution for the Comparable Growth Measure component for teachers.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are significantly above the SWBOCES established growth level goals.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet SWBOCES determined growth level goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below SWBOCES determined growth level goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are significantly below district established growth level goals.

## 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	SWBOCES developed Global Studies I Assessment
Social Studies Regents Courses		Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will administer pre-assessments at the beginning of the year to determine baseline data and administer the assessments listed above at the end of the year to assess academic growth and determine if targets were met. Teachers will establish the targets based on the data and school Administrators will approve them. All teachers will use the same overall target that 70% of the students will meet or exceed their individual growth targets. Further information is contained in the attached chart which provides the conversion from student performance to a 0-20 point distribution for the Comparable Growth measure
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	component for teachers.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are significantly above the SWBOCES established growth level goals.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet SWBOCES determined growth level goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below SWBOCES determined growth level goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are significantly below district established growth level goals.

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will administer pre-assessments to determine baseline data. The assessments indicated above will then be administered at the end of the year to determine academic growth during the school year. Individual targets will be set by the teachers based upon the students' baseline data and Administrators will approve the targets. All teachers will use the same overall target that 70% of the students will meet or exceed their individual growth targets. Further information is contained in the attached chart which provides the conversion from student performance to a 0-20 point distribution for the Comparable Growth Measure component for teachers.
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Effective (9 - 17 points) Results meet District goals for similar students.	Results meet SWBOCES determined growth level goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below SWBOCES determined growth level goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are significantly below district established growth level goals.

## 2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will administer pre-assessments to determine baseline data. The assessments indicated above will then be administered at the end of the year to determine academic growth during the school year. Beginning in 2013-14, students entering gr 9 for the first time will take the new NYS Common Core Algebra Regents. Students retaking the Integrated Algebra regents will take the NYS Integrated Algebra Regents Assessment. Individual targets will be set by the teachers based upon the students' baseline data and Administrators will approve the targets. All teachers will use the same overall target that 70% of the students will meet or exceed their individual growth targets. Further information is contained in the attached chart which provides the conversion from student performance to a 0-20 point distribution for the Comparable Growth Measure component for teachers.
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Developing (3 - 8 points) Results are below District goals for similar students.	Results are below SWBOCES determined growth level goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are significantly below district established growth level goals.

## 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	State approved 3rd party assessment	STAR Reading Enterprise
Grade 10 ELA	State approved 3rd party assessment	STAR Reading Enterprise
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 measuring student growth on the assessments listed for this Task.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will administer pre-assessments to determine baseline data. The assessments indicated above will then be administered at the end of the year to determine academic growth during the school year. Beginning in 2013-14, students entering gr 9 for the first time and students who have had instruction in a common core English course will take the new NYS Common Core English Regents Assessments. Students who have not had common core English instruction or are retaking the English regents will take the NYS Comprehensive English Regents Assessment. Individual targets will be set by the teachers based upon the students' baseline data and Administrators will approve the targets. All teachers will use the same overall target that 70% of the students will meet or exceed their individual growth targets. Further information is contained in the attached chart which provides the conversion from student performance to a 0-20 point distribution for the Comparable Growth Measure component for teachers.
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Developing (3 - 8 points) Results are below District goals for similar students.	Results are below SWBOCES determined growth level goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are significantly below district established growth level goals.

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
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All Special Education non-regents	State-approved 3rd party assessment	STAR Reading Enterprise
All Special Education non-regents Math courses not named above	State-approved 3rd party assessment	STAR Math Enterprise
All other Special Education courses with NYSAA eligible students	State Assessment	NYS Grade Specific Alternate Assessment
All other non-regents courses not named above	District, Regional or BOCES-developed	SW BOCES developed grade and subject specific assessments
Grades 4-8 ELA	State Assessment	NYS Grade Specific ELA Assessment
Grades 4-8 Math	State Assessment	NYS Grade Specific Math Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will administer pre-assessments to determine baseline data. The assessments indicated above will then be administered at the end of the year to determine academic growth during the school year. Individual targets will be set by the teachers based upon the students' baseline data and Administrators will approve the targets. All teachers will use the same overall target that 70% of the students will meet or exceed their individual growth targets. Further information is contained in the attached chart which provides the conversion from student performance to a 0-20 point distribution for the Comparable Growth Measure component for teachers.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are significantly below district established growth level goals.

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/12186/606010-TXEttx9bQW/2.11 Teacher 20 Pt SLO GROWTH Conversions 081513.xlsx

## 2.12) Locally Developed Controls

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

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

There will be no locally developed controls for comparable measures.

## 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: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 3. Local Measures (Teachers)

Created Wednesday, August 28, 2013

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## Page 1

### Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

**Growth or achievement measure(s) from these options.**

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	All assessments administered BOCES-wide
5	6(ii) School wide measure computed locally	All assessments administered BOCES-wide
6	6(ii) School wide measure computed locally	All assessments administered BOCES-wide
7	6(ii) School wide measure computed locally	All assessments administered BOCES-wide
8	6(ii) School wide measure computed locally	All assessments administered BOCES-wide

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.	For each course, the same assessments used to measure growth in section 2 will also be used for a locally determined BOCES-wide measure of achievement. Achievement targets will be established by District Administrators for each of the assessments listed above and teacher scores will be determined based on the percentage of students meeting or exceeding the targets BOCES-wide. The number of students achieving the target performance level BOCES-wide will be divided by the total number of students tested BOCES-wide. Further information regarding the assignment of teacher scores is contained in the attached chart (3.3) which provides the conversion from student achievement to a 0-20 or 0-15 point distribution for the Locally Determined Measure component for teachers. All teachers K-12 will receive the same Locally Determined Measure of Achievement score. The term BOCES-wide is defined as the students taught by SWBOCES staff while the BOCES is the provider of instruction and should not be interpreted as inclusive of the component districts the SWBOCES serves.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly above the SWBOCES established achievement targets.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet SWBOCES determined achievement targets.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below SWBOCES determined achievement targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly below district established achievement targets.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	All assessments administered BOCES-wide
5	6(ii) School wide measure computed locally	All assessments administered BOCES-wide
6	6(ii) School wide measure computed locally	All assessments administered BOCES-wide
7	6(ii) School wide measure computed locally	All assessments administered BOCES-wide
8	6(ii) School wide measure computed locally	All assessments administered BOCES-wide

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.*

<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 3.3, below.</p>	<p>For each course, the same assessments used to measure growth in section 2 will also be used for a locally determined BOCES-wide measure of achievement. Achievement targets will be established by District Administrators for each of the assessments listed above and teacher scores will be determined based on the percentage of students meeting or exceeding the targets BOCES-wide. The number of students achieving the target performance level BOCES-wide will be divided by the total number of students tested BOCES-wide. Further information regarding the assignment of teacher scores is contained in the attached chart (3.3) which provides the conversion from student achievement to a 0-20 or 0-15 point distribution for the Locally Determined Measure component for teachers. All teachers K-12 will receive the same Locally Determined Measure of Achievement score. The term BOCES-wide is defined as the students taught by SWBOCES staff while the BOCES is the provider of instruction and should not be interpreted as inclusive of the component districts the SWBOCES serves.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are significantly above the SWBOCES established achievement targets.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results meet SWBOCES determined achievement targets.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are below SWBOCES determined achievement targets.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are significantly below district established achievement targets.</p>

### 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/12149/606023-rhJdBgDruP/3.3 Teacher 20 and 15 Pt Local Achievement Conversions 081513.xlsx

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

**Growth or achievement measure(s) from these options.**

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

Measures based on:

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	All assessments administered BOCES-wide

1	6(ii) School-wide measure computed locally	All assessments administered BOCES-wide
2	6(ii) School-wide measure computed locally	All assessments administered BOCES-wide
3	6(ii) School-wide measure computed locally	All assessments administered BOCES-wide

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.	For each course, the same assessments used to measure growth in section 2 will also be used for a locally determined BOCES-wide measure of achievement. Achievement targets will be established by District Administrators for each of the assessments listed above and teacher scores will be determined based on the percentage of students meeting or exceeding the targets BOCES-wide. The number of students achieving the target performance level BOCES-wide will be divided by the total number of students tested BOCES-wide. Further information regarding the assignment of teacher scores is contained in the attached chart (3.13) which provides the conversion from student achievement to a 0-20 or 0-15 point distribution for the Locally Determined Measure component for teachers. All teachers K-12 will receive the same Locally Determined Measure of Achievement score. The term BOCES-wide is defined as the students taught by SWBOCES staff while the BOCES is the provider of instruction and should not be interpreted as inclusive of the component districts the SWBOCES serves.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly above the SWBOCES established achievement targets.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet SWBOCES determined achievement targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below SWBOCES determined achievement targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly below district established achievement targets.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	All assessments administered BOCES-wide

1	6(ii) School-wide measure computed locally	All assessments administered BOCES-wide
2	6(ii) School-wide measure computed locally	All assessments administered BOCES-wide
3	6(ii) School-wide measure computed locally	All assessments administered BOCES-wide

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.	For each course, the same assessments used to measure growth in section 2 will also be used for a locally determined BOCES-wide measure of achievement. Achievement targets will be established by District Administrators for each of the assessments listed above and teacher scores will be determined based on the percentage of students meeting or exceeding the targets BOCES-wide. The number of students achieving the target performance level BOCES-wide will be divided by the total number of students tested BOCES-wide. Further information regarding the assignment of teacher scores is contained in the attached chart (3.13) which provides the conversion from student achievement to a 0-20 or 0-15 point distribution for the Locally Determined Measure component for teachers. All teachers K-12 will receive the same Locally Determined Measure of Achievement score. The term BOCES-wide is defined as the students taught by SWBOCES staff while the BOCES is the provider of instruction and should not be interpreted as inclusive of the component districts the SWBOCES serves.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly above the SWBOCES established achievement targets.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet SWBOCES determined achievement targets.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below SWBOCES determined achievement targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly below district established achievement targets.

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	All assessments administered BOCES-wide

7	6(ii) School wide measure computed locally	All assessments administered BOCES-wide
8	6(ii) School wide measure computed locally	All assessments administered BOCES-wide

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.	For each course, the same assessments used to measure growth in section 2 will also be used for a locally determined BOCES-wide measure of achievement. Achievement targets will be established by District Administrators for each of the assessments listed above and teacher scores will be determined based on the percentage of students meeting or exceeding the targets BOCES-wide. The number of students achieving the target performance level BOCES-wide will be divided by the total number of students tested BOCES-wide. Further information regarding the assignment of teacher scores is contained in the attached chart (3.13) which provides the conversion from student achievement to a 0-20 or 0-15 point distribution for the Locally Determined Measure component for teachers. All teachers K-12 will receive the same Locally Determined Measure of Achievement score. The term BOCES-wide is defined as the students taught by SWBOCES staff while the BOCES is the provider of instruction and should not be interpreted as inclusive of the component districts the SWBOCES serves.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly above the SWBOCES established achievement targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet SWBOCES determined achievement targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below SWBOCES determined achievement targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly below district established achievement targets.

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	All assessments administered BOCES-wide
7	6(ii) School wide measure computed locally	All assessments administered BOCES-wide
8	6(ii) School wide measure computed locally	All assessments administered BOCES-wide

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.*

<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 3.13, below.</p>	<p>For each course, the same assessments used to measure growth in section 2 will also be used for a locally determined BOCES-wide measure of achievement. Achievement targets will be established by District Administrators for each of the assessments listed above and teacher scores will be determined based on the percentage of students meeting or exceeding the targets BOCES-wide. The number of students achieving the target performance level BOCES-wide will be divided by the total number of students tested BOCES-wide. Further information regarding the assignment of teacher scores is contained in the attached chart (3.13) which provides the conversion from student achievement to a 0-20 or 0-15 point distribution for the Locally Determined Measure component for teachers. All teachers K-12 will receive the same Locally Determined Measure of Achievement score. The term BOCES-wide is defined as the students taught by SWBOCES staff while the BOCES is the provider of instruction and should not be interpreted as inclusive of the component districts the SWBOCES serves.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are significantly above the SWBOCES established achievement targets.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results meet SWBOCES determined achievement targets.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are below SWBOCES determined achievement targets.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are significantly below district established achievement targets.</p>

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	All assessments administered BOCES-wide
Global 2	6(ii) School wide measure computed locally	All assessments administered BOCES-wide
American History	6(ii) School wide measure computed locally	All assessments administered BOCES-wide

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.	For each course, the same assessments used to measure growth in section 2 will also be used for a locally determined BOCES-wide measure of achievement. Achievement targets will be established by District Administrators for each of the assessments listed above and teacher scores will be determined based on the percentage of students meeting or exceeding the targets BOCES-wide. The number of students achieving the target performance level BOCES-wide will be divided by the total number of students tested BOCES-wide. Further information regarding the assignment of teacher scores is contained in the attached chart (3.13) which provides the conversion from student achievement to a 0-20 or 0-15 point distribution for the Locally Determined Measure component for teachers. All teachers K-12 will receive the same Locally Determined Measure of Achievement score. The term BOCES-wide is defined as the students taught by SWBOCES staff while the BOCES is the provider of instruction and should not be interpreted as inclusive of the component districts the SWBOCES serves.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly above the SWBOCES established achievement targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet SWBOCES determined achievement targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below SWBOCES determined achievement targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly below district established achievement targets.

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	All assessments administered BOCES-wide
Earth Science	6(ii) School wide measure computed locally	All assessments administered BOCES-wide
Chemistry	6(ii) School wide measure computed locally	All assessments administered BOCES-wide

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.

For each course, the same assessments used to measure growth in section 2 will also be used for a locally determined BOCES-wide measure of achievement. Achievement targets will be established by District Administrators for each of the assessments listed above and teacher scores will be determined based on the percentage of students meeting or exceeding the targets BOCES-wide. The number of students achieving the target performance level BOCES-wide will be divided by the total number of students tested BOCES-wide. Further information regarding the assignment of teacher scores is contained in the attached chart (3.13) which provides the conversion from student achievement to a 0-20 or 0-15 point distribution for the Locally Determined Measure component for teachers. All teachers K-12 will receive the same Locally Determined Measure of Achievement score. The term BOCES-wide is defined as the students taught by SWBOCES staff while the BOCES is the provider of instruction and should not be interpreted as inclusive of the component districts the SWBOCES serves.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Results are significantly above the SWBOCES established achievement targets.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Results meet SWBOCES determined achievement targets.

Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Results are below SWBOCES determined achievement targets.

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

Results are significantly below district established achievement targets.

### 3.10) High School Math

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

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

Locally-Selected Measure from List of Approved Measures

Assessment

Algebra 1	6(ii) School wide measure computed locally	All assessments administered BOCES-wide
Geometry	6(ii) School wide measure computed locally	All assessments administered BOCES-wide
Algebra 2	6(ii) School wide measure computed locally	All assessments administered BOCES-wide

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For each course, the same assessments used to measure growth in section 2 will also be used for a locally determined BOCES-wide measure of achievement. Achievement targets will be established by District Administrators for each of the assessments listed above and teacher scores will be determined based on the percentage of students meeting or exceeding the targets BOCES-wide. The number of students achieving the target performance level BOCES-wide will be divided by the total number of students tested BOCES-wide. Further information regarding the assignment of teacher scores is contained in the attached chart (3.13) which provides the conversion from student achievement to a 0-20 or 0-15 point distribution for the Locally Determined Measure component for teachers. All teachers K-12 will receive the same Locally Determined Measure of Achievement score. The term BOCES-wide is defined as the students taught by SWBOCES staff while the BOCES is the provider of instruction and should not be interpreted as inclusive of the component districts the SWBOCES serves.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly above the SWBOCES established achievement targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet SWBOCES determined achievement targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below SWBOCES determined achievement targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly below district established achievement targets.

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	All assessments administered BOCES-wide
Grade 10 ELA	6(ii) School wide measure computed locally	All assessments administered BOCES-wide
Grade 11 ELA	6(ii) School wide measure computed locally	All assessments administered BOCES-wide

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For each course, the same assessments used to measure growth in section 2 will also be used for a locally determined BOCES-wide measure of achievement. Achievement targets will be established by District Administrators for each of the assessments listed above and teacher scores will be determined based on the percentage of students meeting or exceeding the targets BOCES-wide. The number of students achieving the target performance level BOCES-wide will be divided by the total number of students tested BOCES-wide. Further information regarding the assignment of teacher scores is contained in the attached chart (3.13) which provides the conversion from student achievement to a 0-20 or 0-15 point distribution for the Locally Determined Measure component for teachers. All teachers K-12 will receive the same Locally Determined Measure of Achievement score. The term BOCES-wide is defined as the students taught by SWBOCES staff while the BOCES is the provider of instruction and should not be interpreted as inclusive of the component districts the SWBOCES serves.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly above the SWBOCES established achievement targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet SWBOCES determined achievement targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below SWBOCES determined achievement targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	Results are significantly below district established achievement targets.



Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below SWBOCES determined achievement targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly below district established achievement targets.

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

(No response)

### 3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/606023-y92vNseFa4/3.13 Teacher 20 Pt Local Achievement Conversions 081513.xlsx

### 3.14) Locally Developed Controls

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

none

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

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

Since SWBOCES is using a BOCES-wide measure for all K-12 teachers, where the total number of BOCES students achieving the targeted performance level is divided by the total number of BOCES students tested, there will not be more than one locally selected measure.

### 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'	Checked

performance in ways that improve student learning and instruction.	
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 Wednesday, August 28, 2013

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)

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

(No response)

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

Evidence will be collected across multiple observations but individual observations will not be scored. The final evaluation rubric score will use the state approved 2011 Danielson Rubric based on the totality of the evidence collected and the following points will be assigned to the applicable subcomponents of the the rubric: Highly Effective = 4 points, Effective = 3 points, Developing = 2 points and Ineffective = 1 point. The points earned by each subcomponent will be averaged to yield a domain score. Each of the four domains will be averaged to obtain an overall weighted average rubric score. Each subcomponent will be weighted equally within a domain but

domains two and three will be weighted heavier than domains one and four. Domains II and III are weighted 28% each (total 56%) and domains I and IV are weighted 22% each (total 44%). The overall weighted average rubric score will be converted to a 60-point scale using the conversion chart attached. Any decimals of 0.5 or higher will be rounded up to the next whole number. Any decimals less than 0.5 will be rounded down to the whole number. Converted scores of 0 to 49 points will be ineffective, 50 to 56 points will be developing, 57 to 58 points will be effective and 59-60 points will be highly effective.

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/12179/606045-eka9yMJ855/4.5 Teacher 60 Point Other Measure Conversion.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.	Overall performance and results exceed NYS Teacher Standards. An average rubric score of 3.5 to 4.0 will result in the assignment of 59 to 60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance and results meet NYS Teacher Standards. An average rubric score of 2.6 to 3.4 will result in the assignment of 57 to 58 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall performance and results need improvement in order to meet NYS Teacher Standards. An average rubric score of 1.6 to 2.5 will result in the assignment of 50 to 56 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance and results do not meet NYS Teacher Standards. An average rubric score of 1.0 to 1.5 will result in the assignment of 0 to 49 points.

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 Wednesday, August 28, 2013

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

**Overall Composite Score**  
**Highly Effective**  
**18-20**  
**18-20**  
**Ranges determined locally--see below**  
**91-100**  
**Effective**  
**9-17**  
**9-17**  
**75-90**  
**Developing**  
**3-8**  
**3-8**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

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

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

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**  
**14-15**  
**Ranges determined locally--see above**

**91-100**  
**Effective**  
**10-21**  
**8-13**  
**75-90**  
**Developing**  
**3-9**  
**3-7**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

# 6. Additional Requirements - Teachers

Created Wednesday, August 28, 2013

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/606057-Df0w3Xx5v6/SW\_BOCES\_Teacher\_Improvement\_Plan Review Room.doc

### 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:

SW BOCES APPEALS OF ANNUAL PROFESSIONAL PERFORMANCE REVIEWS –REVISED August 14, 2013

## I. WHAT MAY BE CHALLENGED IN AN APPEAL

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 BOCES adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c
3. The adherence to the regulations of the Commissioner and compliance with any applicable negotiated procedures, as well as the BOCES issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012-c.

\*Substance shall be defined as when a teacher has to demonstrate that a rating or TIP did not include certain information or that it utilized inaccurate information that may have impacted the rating or the TIP.

### WHO MAY APPEAL

1. Probationary teachers may appeal any composite “Ineffective” APPR rating and any Teacher Improvement Plan (TIP).
2. Tenured teachers may appeal any composite “Ineffective” APPR rating and any composite “Developing” APPR rating or Teacher Improvement Plan (TIP).

### PROHIBITION AGAINST MORE THAN ONE APPEAL

A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds and specific areas of disagreement must be raised within one appeal. All grounds not raised at the time the appeal is filed shall be deemed waived.

### BURDEN OF PROOF

In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the fact upon which petitioner seeks relief.

## II. TIMEFRAME AND PROCEDURE FOR FILING AN APPEAL

To ensure that appeals of an annual performance evaluation or a Teacher Improvement Plan (TIP) will be handled in a timely and expeditious way the procedures listed below will be followed:

As part of the process, when filing an appeal, the teacher must submit to the Chief Operating Officer/Deputy District Superintendent or designee a detailed written description of the specific area of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his/her teacher improvement plan, and any additional documentation or material relevant to the appeal.

To the extent that a teacher wishes to file an appeal, the following appeal timeline and procedure has been established. The following timelines will be strictly adhered to. Failure of the teacher to meet a timeline will nullify the appeal, unless extended by mutual agreement or if the teacher has a serious illness. Failure of the reviewer to meet a timeline will allow movement of the appeal to the next level if the teacher chooses. Any extension will be timely and expeditious in accordance with Education Law 3012-c.

School days are defined as days school is in session between September and June.

Business days are defined as Monday – Friday excluding Saturday, Sunday, holidays, and/or days when the Administrative offices are closed.

Appeals Process for Probationary Teachers that have received any Composite APPR “Ineffective” Rating and any Teacher Improvement Plan (TIP); and Tenured Teachers that have received their First (1st) Composite APPR “Ineffective” Rating and any Composite APPR “Developing” Rating or Teacher Improvement Plan (TIP):

Level 1 – Director

- a. During the summer within fifteen (15) business days of receiving the “Other Measure of Teacher Effectiveness Subcomponent – 60

Points,” a teacher may request a meeting with their unit Director to review their scores.

- b. The fifteen (15) business days start three (3) business days following the teacher receiving his/her scores in person or via the US Mail.
- c. The Level 1 meeting will take place during the summer. The Director will offer four (4) dates to meet in July and August. If two (2) dates cannot be offered in July, then four (4) dates will be offered in August.
- d. The Level 1 meeting will take place unless serious illness or vacancy prevents the Director from meeting. If the Director is unavailable, then another Center’s Director will be assigned by the Chief Operating Officer/Deputy District Superintendent or designee to meet with the teacher along with the teacher’s lead evaluator.
- e. If the teacher chooses not to meet with the Director during the summer, then they may choose to appeal to Level 2 directly in September. If due to teacher illness, the Level 1 – Director’s meeting may be moved to the first week of September with mutual agreement.
- f. The Director then has five (5) business days to review the teacher’s documentation that has been submitted and render a written decision to the teacher and the Chief Operating Officer/Deputy District Superintendent or designee.

#### Level 2 - Panel

- a. Within ten (10) school days of receipt of their composite APPR Score and Rating or TIP, a teacher must submit his/her written appeal pursuant to Education Law section §3012-c to the Chief Operating Officer/Deputy District Superintendent or designee.
- b. Within seven (7) school days after receiving the request for appeal, the Chief Operating Officer/Deputy District Superintendent or designee will assemble the panel consisting of two (2) union representatives designated by the BTA who have received mutually agreed upon Lead Evaluator Training, and two (2) BOCES representatives designated by the Chief Operating Officer/Deputy District Superintendent or designee who have received Lead Evaluator Training.
- c. The panel shall have ten (10) school days after receiving the request for appeal to conduct a paper review and render an advisory written recommendation to the Chief Operating Officer/Deputy District Superintendent or designee. The panel may meet with the teacher to provide clarification of documentation he/she submitted. The panel discussions will be kept confidential.

#### Level 3 - Chief Operating Officer/Deputy District Superintendent or Designee

- a. The Chief Operating Officer/Deputy District Superintendent or designee shall review the record and the panel’s recommendation and issue a final written decision within seven (7) school days of the date that the panel issued their recommendation.
- b. Whether the appeal is denied, sustained, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal.
- c. If the appeal is sustained, the Chief Operating Officer/Deputy District Superintendent or designee may set aside or modify a rating or improvement plan or order a new evaluation or improvement plan if procedures have been violated. The written decision will be provided to the teacher and the BTA President.
- d. The Chief Operating Officer/Deputy District Superintendent or designee’s decision shall be final and binding.

#### Appeals Process for Tenured Teachers receiving a Second (2nd) composite APPR “Ineffective” Rating:

##### Level 1 – Director

- a. During the summer within fifteen (15) business days of receiving the “Other Measure of Teacher Effectiveness Subcomponent – 60 Points”, a teacher may request a meeting with their unit Director to review their scores.
- b. The fifteen (15) business days start three (3) business days following the teacher receiving his/her scores in person or via the US Mail.
- c. The Level 1 meeting will take place during the summer in anticipation of the announcement of four (4) dates offered by the Director. If two (2) dates cannot be offered in July, then four (4) dates will be offered in August.
- d. The Level 1 meeting will take place unless serious illness or vacancy prevents the Director from meeting. If the Director is

unavailable, then another Center's Director will be assigned by the Chief Operating Officer/Deputy District Superintendent or designee to meet with the teacher along with the teacher's lead evaluator.

e. If the teacher chooses not to meet with the Director during the summer, then they may choose to appeal to Level 2 directly in September. If due to teacher illness, the Level 1 – Director's meeting may be moved to the first week of September with mutual agreement.

f. The Director then has five (5) business days to review the teacher's documentation submitted and render a written recommendation to the Chief Operating Officer/Deputy District Superintendent or designee.

#### Level 2 - Chief Operating Officer/Deputy District Superintendent or Designee

a. Within ten (10) school days of receipt of their composite APPR Score and Rating or TIP, a teacher must submit his/her written appeal pursuant to Education Law section §3012-c to the Chief Operating Officer/Deputy District Superintendent or designee.

b. The Chief Operating Officer/Deputy District Superintendent or designee shall review the record and issue a written decision within ten (10) school days of the date of the tenured teacher's second (2nd) composite APPR "Ineffective" rating appeal request.

c. Whether the appeal is denied, sustained, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal.

e. If the appeal is sustained, the Chief Operating Officer/Deputy District Superintendent or designee may set aside or modify a rating or improvement plan or order a new evaluation or improvement plan if procedures have been violated. The written decision will be provided to the teacher and the BTA President.

#### Level 3 Arbitrator

a. Within five (5) school days receipt of the Level 2 determination, if a teacher is not satisfied with such determination, the teacher must submit his/her written appeal to the Chief Operating Officer/Deputy District Superintendent or designee.

b. Upon receipt of a teacher request for further appeal, the Chief Operating Officer/Deputy District Superintendent or designee will contact the arbitrator who will be selected on a rotating basis from a mutually agreed upon list. Based upon rotation from those willing to accept the assignment and meet the time-frames of this procedure, the arbitrator must be selected within five (5) school days of receipt of the Level 2 request. The name rotation procedure will be as followed:

I. Name will be called in rotating alphabetical order.

II. If an arbitrator cannot complete the review and render a written decision in thirty (30) calendar days then the Chief Operating Officer/Deputy District Superintendent or designee will move to the next name on the list.

III. If no arbitrator can complete the review and render a written decision in thirty (30) calendar days then the arbitrator that can complete the review and render a written decision the closest to thirty (30) calendar days will be selected. The arbitrator review process within its entirety will be conducted in a timely and expeditious manner in compliance with Education Law 3012-c.

c. The parties shall jointly agree on procedures to replace any arbitrator who is unwilling to serve, or whose service had proven to be unsatisfactory.

d. The arbitrator shall make a final and binding decision upon the appeal of the APPR evaluations, which shall be based solely upon the record developed on the initial appeal to the Chief Operating Officer/Deputy District Superintendent or designee, and the written arguments of the parties with respect to that record.

e. Whether the appeal is denied, sustained, or modified; such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal. If the appeal is sustained, the arbitrator may set aside or modify a rating or improvement plan or order a new evaluation or improvement plan if procedures have been violated. The arbitrator shall provide a written copy of the decision to the Chief Operating Officer/Deputy District Superintendent or designee.

f. The costs of arbitration shall be borne equally by the BOCES and the BOCES Teachers Association. If and to the extent that the State Education Department will pay for the cost of the arbitrator who hears the APPR appeal, then such payment will reduce the responsibilities of both parties pro rata.

g. The procedure set forth herein shall constitute the sole and exclusive means for initiating, reviewing and resolving any and all

challenges, disputes or appeals related to an APPR and/or TIP. A teacher may not resort to any other contractual grievance procedure or arbitration of any kind for the resolution of challenges and appeals related to an APPR and/or improvement plan.

h. The provisions set forth above shall not alter the statutory rights of probationary and tenured teachers, or the obligations of the BOCES, as set forth in Section 3013 of the Education Law, with respect to the abolition of positions.

### III: COLLECTIVE BARGAINING AGREEMENTS

#### 1. Effect on Existing Collective Bargaining Agreements

Unless specifically revised or modified by this Memorandum of Agreement, nothing herein shall be construed to abrogate any provisions of the parties' collective bargaining agreement.

#### 2. One Remedy for Appeals

Any dispute or concern that is or could be resolved through the Appeals Process described herein shall not be a matter that may be pursued through the contractual grievance procedure.

#### 3. Savings Clause

If any provision of this MOA is held to be a violation of law and therefore unenforceable, then such provision will be modified to reflect the parties' intention. All remaining provisions of this MOA shall remain in full force and effect.

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

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

The SWBOCES Network Team has been providing training for both evaluators and lead evaluators since July 2012. The training is based on the professional development provided at the SED Network Team Institutes as well as best practices in supervision. Training will continue and will be on-going throughout the school year. We will ensure that all nine required components will be included:

1. New York State Teaching Standards and Leadership Standards
2. Evidence based observation
3. Application and use of Student Growth Percentile and VA Growth Model data
4. Application and use of the State approved teacher or principal rubrics
5. Application and use of any assessment tools used to evaluate teachers and principals
6. Application and use of State approved locally selected measures of student achievement
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used to evaluate teachers and principals
9. Specific considerations in evaluating teachers and principals of ELLs and students with disabilities.

Additional training will occur to ensure inter-rater reliability through our SWBOCES Network Team. All lead evaluators will be certified through a recommendation to the Board of Education by the District Superintendent and will continue to receive additional training during each school year.

The process to certify lead evaluators will occur each school year. Those who have been certified will be recertified annually.

## 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

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• Checked

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## 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 Wednesday, August 28, 2013

## Page 1

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

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

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

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

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

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

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

Please check the boxes below:

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

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

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-5	State assessment	Grade specific State ELA and Math assessments; NYSAA
6-8	State assessment	Grade specific State ELA and Math assessments; NYSAA
9-12	State assessment	All NYS Regents; NYSAA
K-12	State assessment	NYSAA
9-12	District, regional, or BOCES-developed	SWBOCES-developed grade and subject specific CTE assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Principals will ensure that teachers administer pre-assessments to determine baseline data. The assessments indicated above will then be administered at the end of the year to determine academic growth during the school year. Individual targets will be set by the principals based upon the students' baseline data and Directors will approve the targets. All principals will use the same overall target that 70% of the students will meet or exceed their individual growth targets. The points will be awarded "school-wide" based on the percentage of students meeting their individual growth targets. Further information is contained in the attached chart which provides the conversion from student
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	performance to a 0-20 point distribution for the Comparable Growth Measure component for principals. For the CTE Principal, state assessments are not normally administered.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Results are significantly above the SWBOCES established growth level goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet SWBOCES determined growth level goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below SWBOCES determined growth level goals.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Results are significantly below district established growth level goals.

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.

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### 7.4) Special Considerations for Comparable Growth Measures

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

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

There will be no locally developed controls for comparable measures.

### 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: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .	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 Wednesday, August 28, 2013

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## Page 1

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	All assessments administered BOCES-wide
6-8	(d) measures used by district for teacher evaluation	All assessments administered BOCES-wide
9-12	(d) measures used by district for teacher evaluation	All assessments administered BOCES-wide
K-12	(d) measures used by district for teacher evaluation	All assessments administered BOCES-wide

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>For each course, the same assessments used to measure growth in section 7 will also be used for a locally determined BOCES-wide measure of achievement. Achievement targets will be established by District Administrators for each of the assessments listed above and principal scores will be determined based on the percentage of students meeting or exceeding the targets BOCES-wide. The number of students achieving the target performance level BOCES-wide will be divided by the total number of students tested BOCES-wide. Further information regarding the assignment of principal scores is contained in the attached chart (8.2) which provides the conversion from student achievement to a 0-20 or 0-15 point distribution for the Locally Determined Measure component for</p>
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principals. All principals K-12 will receive the same Locally Determined Measure of Achievement score. The term BOCES-wide is defined as the students taught by SWBOCES staff while the BOCES is the provider of instruction and should not be interpreted as inclusive of the component districts the SWBOCES serves.

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

Results are significantly above the SWBOCES established achievement targets.

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

Results meet SWBOCES determined achievement targets.

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

Results are below SWBOCES determined achievement targets.

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

Results are significantly below district established achievement targets.

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.

(No response)

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*

- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	All assessments administered BOCES-wide
6-8	(d) measures used by district for teacher evaluation	All assessments administered BOCES-wide
9-12	(d) measures used by district for teacher evaluation	All assessments administered BOCES-wide
K-12	(d) measures used by district for teacher evaluation	All assessments administered BOCES-wide

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>For each course, the same assessments used to measure growth in section 7 will also be used for a locally determined BOCES-wide measure of achievement. Achievement targets will be established by District Administrators for each of the assessments listed above and principal scores will be determined based on the percentage of students meeting or exceeding the targets BOCES-wide. The number of students achieving the target performance level BOCES-wide will be divided by the total number of students tested BOCES-wide. Further information regarding the assignment of principal scores is</p>
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contained in the attached chart (8.2) which provides the conversion from student achievement to a 0-20 or 0-15 point distribution for the Locally Determined Measure component for principals. All principals K-12 will receive the same Locally Determined Measure of Achievement score. The term BOCES-wide is defined as the students taught by SWBOCES staff while the BOCES is the provider of instruction and should not be interpreted as inclusive of the component districts the SWBOCES serves.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Results are significantly above the SWBOCES established achievement targets.

Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Results meet SWBOCES determined achievement targets.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Results are below SWBOCES determined achievement targets.

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

Results are significantly below district established achievement targets.

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.

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### 8.3) Locally Developed Controls

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

None

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

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

Since SWBOCES is using a BOCES-wide measure for all K-12 principals, where the total number of BOCES students achieving the targeted performance level is divided by the total number of BOCES students tested, there will not be more than one locally selected measure.

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Wednesday, August 28, 2013

Updated Thursday, August 29, 2013

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## Page 1

### 9.1) Principal Practice Rubric

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

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

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 point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

9.3) Assurances -- Goals   Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)
--	---------------

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

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

9.4) Sources of Evidence (if applicable)   Structured feedback from teachers using a State-approved tool	(No response)
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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)
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9.4) Sources of Evidence (if applicable)   Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)
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### 9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

Evidence will be collected across multiple school visits but individual school visits will not be scored. The final evaluation rubric score will use the state approved Multidimensional Principal Performance Rubric based on the totality of the evidence collected and the following points will be assigned to the applicable subcomponents of the the rubric: Highly Effective = 4 points, Effective = 3 points, Developing = 2 points and Ineffective = 1 point. The points earned by each subcomponent will be averaged to yield a domain score. Each of the four domains will be averaged to obtain an overall weighted average rubric score. Each domain will be weighted equally and each subcomponent within a domain will be weighted equally. The overall average rubric score will be converted to a 60-point scale using the conversion chart attached. Any decimals of 0.5 or higher will be rounded up to the next whole number. Any decimals less than 0.5 will be rounded down to the whole number. Cumulative scores of 0 to 49 points will be ineffective, 50 to 56 points will be developing, 57 to 58 points will be effective and 59-60 points will be highly effective.

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

assets/survey-uploads/12205/606066-pMADJ4gk6R/9.7 Principal 60 Point Other Measure Conversion 082813.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.	Overall performance and results exceed NYS Teacher Standards. An average rubric score of 3.5 to 4.0 will result in the assignment of 59 to 60 points.
---	---

Effective: Overall performance and results meet standards.	Overall performance and results meet NYS Teacher Standards. An average rubric score of 2.6 to 3.4 will result in the assignment of 57 to 58 points.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet NYS Teacher Standards. An average rubric score of 1.6 to 2.5 will result in the assignment of 50 to 56 points.
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet NYS Teacher Standards. An average rubric score of 1.0 to 1.5 will result in the assignment of 0 to 49 points.

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 Wednesday, August 28, 2013

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

**Overall Composite Score**  
**Highly Effective**  
**18-20**  
**18-20**  
**Ranges determined locally--see below**  
**91-100**  
**Effective**  
**9-17**  
**9-17**  
**75-90**  
**Developing**  
**3-8**  
**3-8**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

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

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

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Wednesday, August 28, 2013

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/606069-Df0w3Xx5v6/Principal Improvement Plan \(PIP\) Review Room.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:

## X. Appeals Process for Principals

### I. WHAT MAY BE CHALLENGED IN AN APPEAL

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 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 negotiated procedures, as well as the BOCES issuance and/or implementation of the terms of the principal improvement plan, a required under Education Law Section 3012-c.

\*Substance shall be defined as when a principal has to demonstrate that a rating or PIP did not include certain information or that it utilized inaccurate information or that it misinterpreted certain information that may have impacted the rating or a PIP.

### WHO MAY APPEAL

1. Probationary Principal's may Appeal any Composite Ineffective APPR Rating and any Principal Improvement Plan (PIP).
2. Tenure Principal's may Appeal an Ineffective Composite APPR Rating and any developing or Principal Improvement Plan (PIP).

### PROHIBITION AGAINST MORE THAN ONE APPEAL

A Principal may not file multiple appeals regarding the same performance review or principal improvement plan. All grounds and specific areas of disagreement must be raised within one appeal. All grounds not raised at the time the appeal is filed shall be deemed waived.

### BURDEN OF PROOF

In an appeal, the principal has the burden of demonstrating the right to the relief requested and the burden of establishing the fact upon which petitioner seeks relief.

### II. TIMEFRAME FOR FILING APPEAL

The procedure for ensuring that appeals of an annual performance evaluation or a Principal Improvement Plan (PIP) will be handled in a timely and expeditious way:

When filing an appeal, the Principal must submit to the COO/Deputy Superintendent or Designee a detailed written description of the specific area of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his/her principal improvement plan and any additional documentation or material relevant to the appeal.

To the extent that a Principal wishes to file an appeal, the following appeals procedure is established. The following timelines will be strictly adhered to. Failure of the principal to meet a timeline will nullify the appeal unless extended by mutual agreement or if the teacher has a serious illness. Failure of the reviewer to meet a timeline will allow movement of the appeal to the next level if the principal chooses, except as provided hereinbelow. Any extension will be timely and expeditious in accordance with Education Law 3012-c.

School days are defined as days school is in session between September and June.

Business days are defined as Monday-Friday excluding Saturday, Sunday, holidays and days when the Administrative offices are closed.

Appeals process for Probationary Principals that have received any composite APPR ineffective rating and any Principal Improvement Plan (PIP); and Tenured Principals that have received their first (1st) composite APPR ineffective rating and any developing rating or Principal Improvement Plan (PIP):

#### Level 1 – Director

- a. During the summer within three weeks of (3) receiving the “Other Measure of Principal Effectiveness Subcomponent-60 Points”, a Principal may request a meeting with their Unit Director to review their scores.

- b. The three (3) weeks start three (3) business days following the teacher receiving his/her scores in person or via the mail.
- c. The Level 1 meeting will take place during the summer. The Director will offer four (4) dates to meet in July and August. (If two (2) dates cannot be offered in July, then four (4) dates will be offered in August.
- d. The Level 1 meeting will take place unless serious illness or vacancy prevents the Director from meeting, then it will be rescheduled.
- e. If the principal chooses not to meet with the Director during the summer, then they may choose to appeal to Level 2 directly in September. If due to Principal illness, the Level 1 – Directors meeting may be moved to the first week of September with mutual agreement.
- f. The Director then has five (5) business days to review the Principal’s documentation submitted and render a written decision to the principal and COO/Deputy Superintendent or Designee.

Level 2 – Panel

- a. Within ten (10) school days receipt of their Composite APPR Score and Rating or PIP, a principal must submit his/her written appeal pursuant to Education Law Section 3012-c to the COO/Deputy Superintendent or Designee.
- b. Within seven (7) school days after receiving the request for appeal, the COO/Deputy Superintendent or Designee will assemble the Panel consisting of two (2) union representatives designated by the BASA who have received mutually agreed upon Lead Evaluator Training and two (2) BOCES representative designated by the COO/Deputy Superintendent or Designee who have received Lead Evaluator Training.
- c. The Panel shall have ten (10) school days after receiving the request for appeal to conduct a paper review and render an advisory written recommendation to the COO/Deputy Superintendent or Designee. The Panel may meet with the Principal to provide clarifying of documentation he/she submitted. The Panel discussions will be kept confidential.

Level 3 – COO/Deputy Superintendent or Designee

- a. The COO/Deputy Superintendent or Designee shall review the record and the panel’s recommendation and issue a final written decision within seven (7) school days of the date that the panel issued their recommendation.
- b. Whether the appeal is denied, sustained, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal.
- c. If the appeal is sustained, the COO/Deputy Superintendent or Designee may set aside or modify a rating or improvement plan or order a new evaluation or improvement plan if procedures have been violated. The written decision will be provided to the principal and the BASA Co-Presidents.
- d. The COO/Deputy Superintendent’s decision shall be final and binding. If the COO/Deputy Superintendent does not render a decision within the timeframe provided herein, the appeal shall be deemed sustained.

Appeals Process for Tenured Principals receiving a 2nd composite APPR ineffective rating:

Level 1 – Director

- a. During the summer within three weeks of (3) receiving the “Other Measure of Principal Effectiveness Subcomponent – 60 Points”, a Principal may request a meeting with their Unit Director to review their scores.
- b. The three (3) weeks start three (3) business days following the principal receiving his/her scores in person or via the mail.
- c. The Level 1 meeting will take place during the summer in anticipation of the announcement of four (4) dates offered by the Director. If two (2) dates cannot be offered in July, then four (4) dates will be offered in August.
- d. The Level 1 meeting will take place unless serious illness in vacancy prevents the Director from meeting, it will be rescheduled.

e. If the principal chooses not to meet with the Director during the summer, then they may choose to appeal to Level 2 directly in September. If due to Principal illness, the Level 1 – Directors meeting may be moved to the first week of September with mutual agreement.

f. The Director then has five (5) business days to review the Principal’s documentation submitted and render a written recommendation to the COO/Deputy Superintendent or Designee.

#### Level 2 – COO/Deputy Superintendent or Designee

a. Within ten (10) school days receipt of their Composite APPR Score and Rating or PIP, a principal must submit his/her written appeal pursuant to Education Law Section 3012-c to the COO/Deputy Superintendent or Designee.

b. The COO/Deputy Superintendent or Designee shall review the record and issue a written decision within (10) school days of the date the Tenured Principal’s second (2nd) composite APPR ineffective rating appeal request.

c. Whether the appeal is denied, sustained, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal.

d. If the appeal is sustained, the COO/Deputy Superintendent or designee may set aside or modify a rating or improvement plan or order a new evaluation or improvement plan if procedures have been violated. The written decision will be provided to the principal and the BASA Co-Presidents. If the COO/ Deputy Superintendent does not render a decision within the timeframe provided herein, the appeal shall be deemed sustained.

#### Level 3 Arbitrator

a. Within five (5) school days receipt of the Level 2 determination, if a principal is not satisfied with such determination, the principal must submit his/her written appeal to the COO/Deputy Superintendent or Designee.

b. Upon receipt of a Principal request for further Appeal, the COO/Deputy Superintendent or Designee will contact the arbitrator who will be selected on a rotating basis from a mutually agreed upon list. Based upon rotation from those willing to accept the assignment and meet the time-frames of this procedure, the arbitrator must be selected within five (5) school days of receipt of the Level 2 request. The name rotation procedure will be as followed:

I. Name will be called in rotating alphabetical order.

II. If an Arbitrator cannot complete the review and render a written decision in 30 calendar days then the COO/Deputy Superintendent or Designee will move to the next name on the list.

III. If no Arbitrator can complete the review and render a written decision in 30 calendar days then the Arbitrator than can complete the review and render a written decision the closet to thirty (30) calendar days will be selected. The arbitrator review process within its entirety will be conducted in a timely and expeditious manner in compliance with Education Law 3012-c.

c. The parties shall jointly agree on procedures to replace any arbitrator who is unwilling to serve, or whose service had proven to be unsatisfactory.

d. The arbitrator shall make a final and binding decision upon the appeal of the APPR evaluations, which shall be based solely upon the recorded developed on the initial appeal to the COO/Deputy Superintendent or designee, and the written arguments of the parties with respect to that record.

e. Whether the appeal is denied, sustained, or modified; such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal. If the appeal is sustained, the Arbitrator may set aside or modify a rating or improvement plan or order a new evaluation of improvement plan if procedures have been violated. The arbitrator shall provide a written copy of the decision to the COO/Deputy Superintendent or Designee and the principal.

f. The costs of Arbitration shall be borne equally by the School District and BOCES BASA. If and to the extent that the State Education Department will pay for the cost of the arbitrator who hears the APPR appeal, then such payment will reduce the responsibilities of both parties pro rata.

g. The procedure set forth herein shall constitute the sole and exclusive means for initiating, reviewing and resolving any and all challenges, disputes or appeals related to an APPR and/or PIP. A principal may not resort to any other contractual grievance procedure

or arbitration of any kind for the resolution of challenges and appeals related to an APPR and/or improvement plan.

h. The provisions set forth above shall not alter the statutory rights of probationary and tenured principals, or the obligations of the District, as set forth in Section 3013 of the Education Law, with respect to the abolition of positions.

### III: COLLECTIVE BARGAINING AGREEMENTS

#### 1. Effect on Existing Collective Bargaining Agreements

Unless specifically revised or modified by this Memorandum of Agreement, nothing herein shall be construed to abrogate any provisions of the parties' collective bargaining agreement.

#### 2. One Remedy for Appeals

Any dispute or concern that is or could be resolved through the Appeals Process described herein shall not be a matter that may be pursued through the contractual grievance procedure.

#### 3. Savings Clause

If any provision of this MOA is held to be a violation of law and therefore unenforceable, then such provision will be modified to reflect the parties' intention. All remaining provisions of this MOA shall remain in full force and effect

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

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

SW BOCES school district is part of the Southern Westchester BOCES Network Team. Evaluating Supervisors participated in Southern Westchester BOCES Network Team NYSED Turn-Key training for Principal Evaluators. The training has been delivered through three modules and a fourth module will be available for re-certification purposes. Lead Evaluators will complete the NYSED training courses on an ongoing basis, as offered in the 2012-2013 School Year and will be certified by the Superintendent's (Chief Operating Officer's) recommendation to the Board of Education as Lead Evaluators. We will ensure that all nine required components will be included:

1. New York State Teaching Standards and Leadership Standards
2. Evidence based observation
3. Application and use of Student Growth Percentile and VA Growth Model data
4. Application and use of the State approved teacher or principal rubrics
5. Application and use of any assessment tools used to evaluate teachers and principals
6. Application and use of State approved locally selected measures of student achievement
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used to evaluate teachers and principals
9. Specific considerations in evaluating teachers and principals of ELLs and students with disabilities.

Professional days and staff meetings will be used to train Lead Evaluators continuously and evaluators will be recertified during the summer semester in preparation for next year. Successful completion of these training modules ensures inter-rater reliability.

## 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 Monday, August 26, 2013

Updated Thursday, August 29, 2013

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### Page 1

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

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

[assets/survey-uploads/12158/604128-3Uqgn5g9Iu/APPR Review Room 2 Signatures 8.29.13\[1\].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.

**2.11 Teacher SLO Growth 20 point Conversion Chart**

<b>% of students that meet or exceed the identified growth target</b>	<b>HEDI Points</b>	<b>HEDI Rating</b>
0% to 3%	0	Ineffective
4% to 6%	1	Ineffective
7% to 9%	2	Ineffective
10% to 12%	3	Developing
13% to 16%	4	Developing
17% to 20%	5	Developing
21% to 24%	6	Developing
25% to 28%	7	Developing
29% to 34%	8	Developing
35% to 36%	9	Effective
37% to 38%	10	Effective
39% to 41%	11	Effective
42% to 44%	12	Effective
45% to 47%	13	Effective
48% to 51%	14	Effective
52% to 55%	15	Effective
56% to 59%	16	Effective
60% to 70%	17	Effective
71% to 75%	18	Highly Effective
76% to 87%	19	Highly Effective
88% to 100%	20	Highly Effective

### 3.3 Teacher Local Achievement 20 point Conversion Chart

% of students that meet or exceed the identified local achievement target	HEDI Points	HEDI Rating
0% to 3%	0	Ineffective
4% to 6%	1	Ineffective
7% to 9%	2	Ineffective
10% to 12%	3	Developing
13% to 16%	4	Developing
17% to 20%	5	Developing
21% to 24%	6	Developing
25% to 28%	7	Developing
29% to 34%	8	Developing
35% to 36%	9	Effective
37% to 38%	10	Effective
39% to 41%	11	Effective
42% to 44%	12	Effective
45% to 47%	13	Effective
48% to 51%	14	Effective
52% to 55%	15	Effective
56% to 59%	16	Effective
60% to 70%	17	Effective
71% to 75%	18	Highly Effective
76% to 87%	19	Highly Effective
88% to 100%	20	Highly Effective

### 3.3 Teacher Local Achievement 15 point Conversion Chart

<b>% of students that meet or exceed the identified local achievement target</b>	<b>HEDI Points</b>	<b>HEDI Rating</b>
0% to 3%	0	Ineffective
4% to 6%	1	Ineffective
7% to 9%	2	Ineffective
10% to 12%	3	Developing
13% to 16%	4	Developing
17% to 20%	5	Developing
21% to 24%	6	Developing
25% to 34%	7	Developing
35% to 36%	8	Effective
37% to 38%	9	Effective
39% to 40%	10	Effective
41% to 42%	11	Effective
43% to 44%	12	Effective
45% to 47%	13	Effective
48% to 51%	14	Highly Effective
52% to 100%	15	Highly Effective

**3.13 Teacher Local Achievement 20 point Conversion Chart**

<b>% of students that meet or exceed the identified local achievement target</b>	<b>HEDI Points</b>	<b>HEDI Rating</b>
0% to 3%	0	Ineffective
4% to 6%	1	Ineffective
7% to 9%	2	Ineffective
10% to 12%	3	Developing
13% to 16%	4	Developing
17% to 20%	5	Developing
21% to 24%	6	Developing
25% to 28%	7	Developing
29% to 34%	8	Developing
35% to 36%	9	Effective
37% to 38%	10	Effective
39% to 41%	11	Effective
42% to 44%	12	Effective
45% to 47%	13	Effective
48% to 51%	14	Effective
52% to 55%	15	Effective
56% to 59%	16	Effective
60% to 70%	17	Effective
71% to 75%	18	Highly Effective
76% to 87%	19	Highly Effective
88% to 100%	20	Highly Effective

4.5 Distribution of points for Teacher 60 Point Other Measure Score:

Gr K-12

Negotiated HEDI Bands
H=59-60
E=57-58
D=50-56
I=0-49

Negotiated Conversion Chart	
Average Rubric Score	SW BOCES 60 Pt Score
1	0
1.1	10
1.2	20
1.3	29
1.4	39
1.5	49
1.6	50
1.7	51
1.8	52
1.9	53
2	54
2.1	54
2.2	55
2.3	55
2.4	56
2.5	56
2.6	57
2.7	57
2.8	57
2.9	57
3	58
3.1	58
3.2	58
3.3	58
3.4	58
3.5	59
3.6	59
3.7	59
3.8	60
3.9	60
4	60

**SW BOCES TEACHER  
IMPROVEMENT PLAN:  
Revised June 11, 2013**

**I. INTRODUCTION**

The Teacher Improvement Plan (TIP) is a component of the Annual Professional Performance Review (APPR) requirements of the Regulations of the Commissioner of Education.

In this Plan, “Teacher” refers to any “class room teacher” as defined in the Regulations of the Commissioner. A TIP may be initiated 1) for a teacher receiving a composite effectiveness rating of “developing” or “ineffective”; 2) as the result of a clinical observation that is ineffective in multiple areas; or 3) at any time at the request of a teacher. The purpose of this process is to assist the teacher to identify, improve and consistently apply the APPR criteria in her/his work.

**II. PHASES OF A TIP**

A. Awareness Phase

1. Administrator communicates concern to teacher or teacher communicates area in need of assistance to administrator.
2. Teacher and administrator meet to attempt to resolve the concern
  - This contact is an opportunity to express the concern, get the teacher or administrator’s response, setup an observation or other form of data collection, or give suggestions. (Danielson & McGreal, p. 122)
3. This phase may not apply if a TIP is initiated as the result of the receipt of a rating of developing or ineffective.

B. Teacher Improvement Plan

1. If the concern is not resolved during the Awareness Phase or if a teacher receives a rating of “developing” or “ineffective”, a TIP will be initiated by the administrator. Once a TIP is initiated, the administrator works together with the teacher to develop the TIP.

### III. IMPLEMENTATION OF A TIP

#### A. Timing of a TIP

1. A teacher who has received a composite effectiveness rating of “developing” or “ineffective” will be placed on the TIP as soon as practical, but in no case later than ten (10) school days after the opening of classes for the school year.
2. In a case of a teacher who is placed on a TIP other than a result of a rating of “developing” or “ineffective”, the TIP may be commenced at any time during the school year.
3. The length of the TIP will generally be for the period of time as stated in the TIP except that for a probationary teacher the TIP shall be for three (3) to five (5) months in duration, as determined by the BOCES. The length of the TIP for a tenured teacher shall be no less than five (5) months in duration, as determined by the BOCES. In no event should a TIP go beyond the end of the school year.

#### B. General Requirements of a TIP

1. The purpose of a TIP is the improvement of teaching practice. The issuance of a TIP is not a disciplinary action.
2. The TIP shall be developed in consultation with the teacher. The Union President shall be informed of the BOCES’s intent to issue a TIP to a teacher. Whenever a teacher is placed on a TIP, and with the agreement of the teacher, the Union President shall be provided with a copy of the TIP.
3. A TIP shall clearly specify the following:
  - a. The area(s) in need of improvement
  - b. The performance goals, expectations, benchmarks, standards and timeliness the teacher must meet in order to achieve an effective rating.
  - c. How improvement will be measured and monitored, and provide for periodic reviews of progress and goal achievements.

- d. The anticipated frequency and duration of the meetings of the teacher, administrator and, if one is assigned, mentor.
  - e. The appropriate differentiated professional development opportunities, materials, resources and supports the BOCES will make available to assist the teacher, including, where appropriate, the assignment of a mentor teacher.
- 4. A TIP shall be written on the form annexed in the Appendix.
  - 5. After the TIP is in place, the teacher, administrator and, if one has been assigned mentor, as well as a Union representative, if requested by the teacher, shall meet according to the schedule set forth in the TIP to assess the effectiveness and appropriateness of the TIP. Any such meeting shall also be for the purpose of assisting the teacher to achieve the goals set forth in the TIP. Based upon the outcome of such assessment(s), the TIP may be modified accordingly.
- C. Costs of the TIP: All costs associated with the actions required by the BOCES, including but not limited to, tuition, fees, books and travel shall be borne by the BOCES in their entirety.

# Teacher Improvement Plan (TIP)

Teacher: \_\_\_\_\_

Academic Year: \_\_\_\_\_

Assignment: \_\_\_\_\_

Location: \_\_\_\_\_

Supervising

BTA Administrator: \_\_\_\_\_

Representative: \_\_\_\_\_

1. Areas in Need of Improvement – A clear description of the specific behavior(s) which are in need of improvement.
2. Statement and Timeline of the Goals – A statement reflecting how the specific behavior will change (how it will look) in order to be deemed acceptable. This will include a description of types of data to be used.
3. Evidence of Progress – The teachers, administrator, and union representative will mutually agree upon artifacts or visible indicators of progress (linked to the APPR rubric selected).
4. Action Plan – The teacher, administrator, and union representative will jointly list differentiated activities and strategies to address the area in need of improvement. Lack of evidence in progression toward meeting identified goals will result in additional observations. There will be ongoing documented meetings and scheduled observations using the attached Meeting Log Form.

5. Resources – The teacher, administrator, and union representative will jointly list resources, available direct materials, training, workshops, etc. to help improve the teacher’s practice. Any mandated resources identified to remediation will be at BOCES expense.
  
6. Timeline – The teacher, administrator, and union representative will discuss and a timeline for improvement shall be set forth for the process and a date(s) for the follow-up evaluation(s). The teacher will present documentation and evidence of improvement in the designated area at this time. Additional observations/meetings will take place as needed.

The Teacher Improvement Plan and all records of subsequent observations and meetings will become part of the teacher’s record. The teacher should maintain copies of all documentation.

Teacher’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

BTA Representative Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature does not imply agreement, but acknowledges review and receipt of the plan. Written comments may be attached.

APPENDIX C

Meeting Log Form  
Teacher Improvement Plan

Log all meetings here. It is understood additional meetings may be necessary. The administrator, teacher, or union representative may request additional meetings. If necessary, a more detailed meeting summary(s) will accompany this form and be given to the principal or teacher in memo form.

A copy of the meeting log will be provided to the principal or teacher following each documented meeting. The original will be retained by administration and filed in the teacher's personnel file.

Date	Meeting Summary	Print Name and Positions of Attendees	Signature of All Attendees

/pap  
6/19/13

### 7.3 Principal SLO Growth 20 point Conversion Chart

% of students that meet or exceed the identified growth target	HEDI Points	HEDI Rating
0% to 3%	0	Ineffective
4% to 6%	1	Ineffective
7% to 9%	2	Ineffective
10% to 12%	3	Developing
13% to 16%	4	Developing
17% to 20%	5	Developing
21% to 24%	6	Developing
25% to 28%	7	Developing
29% to 34%	8	Developing
35% to 36%	9	Effective
37% to 38%	10	Effective
39% to 41%	11	Effective
42% to 44%	12	Effective
45% to 47%	13	Effective
48% to 51%	14	Effective
52% to 55%	15	Effective
56% to 59%	16	Effective
60% to 70%	17	Effective
71% to 75%	18	Highly Effective
76% to 87%	19	Highly Effective
88% to 100%	20	Highly Effective

## 8.2 Principal Local Achievement 20 point Conversion Chart

% of students that meet or exceed the identified local achievement target	HEDI Points	HEDI Rating
0% to 3%	0	Ineffective
4% to 6%	1	Ineffective
7% to 9%	2	Ineffective
10% to 12%	3	Developing
13% to 16%	4	Developing
17% to 20%	5	Developing
21% to 24%	6	Developing
25% to 28%	7	Developing
29% to 34%	8	Developing
35% to 36%	9	Effective
37% to 38%	10	Effective
39% to 41%	11	Effective
42% to 44%	12	Effective
45% to 47%	13	Effective
48% to 51%	14	Effective
52% to 55%	15	Effective
56% to 59%	16	Effective
60% to 70%	17	Effective
71% to 75%	18	Highly Effective
76% to 87%	19	Highly Effective
88% to 100%	20	Highly Effective

## 8.2 Principal Local Achievement 15 point Conversion Chart

<b>% of students that meet or exceed the identified local achievement target</b>	<b>HEDI Points</b>	<b>HEDI Rating</b>
0% to 3%	0	Ineffective
4% to 6%	1	Ineffective
7% to 9%	2	Ineffective
10% to 12%	3	Developing
13% to 16%	4	Developing
17% to 20%	5	Developing
21% to 24%	6	Developing
25% to 34%	7	Developing
35% to 36%	8	Effective
37% to 38%	9	Effective
39% to 40%	10	Effective
41% to 42%	11	Effective
43% to 44%	12	Effective
45% to 47%	13	Effective
48% to 51%	14	Highly Effective
52% to 100%	15	Highly Effective

9.7 Distribution of points for Principal 60 Point Score Other Measure :

Gr K-12

Negotiated HEDI Bands
H=59-60
E=57-58
D=50-56
I=0-49

Negotiated Conversion Chart	
Average Rubric Score	SW BOCES 60 Pt Score
1	0
1.1	10
1.2	20
1.3	29
1.4	39
1.5	49
1.6	50
1.7	51
1.8	52
1.9	53
2	54
2.1	54
2.2	55
2.3	55
2.4	56
2.5	56
2.6	57
2.7	57
2.8	57
2.9	57
<b>3</b>	58
3.1	58
3.2	58
3.3	58
3.4	58
3.5	59
3.6	59
3.7	59
3.8	60
3.9	60
4	60

## **PRINCIPAL IMPROVEMENT PLAN**

### **I. INTRODUCTION**

The Principal Improvement Plan (PIP) is a component of the Annual Professional Performance Review (APPR) requirements of the Regulations of the Commissioner of Education.

A PIP may be initiated 1) for a principal receiving a composite effectiveness rating of “developing” or ineffective”; 2) at any time at the request of a principal. The purpose of this process is to assist the principal to identify, improve and consistently apply the APPR criteria in her/his work.

### **II. PHASES OF A PIP**

#### **A. Awareness Phase**

1. Director communicates concern to principal or principal communicates area in need of assistance to director.
2. Principal and Director’s meet to attempt to resolve the concern. This contact is an opportunity to express the concern, get the principal or director’s response.
3. This phase may not apply if a PIP is initiated as the result of the receipt of a rating of developing or ineffective.

#### **B. Principal Improvement Plan**

1. If the concern is not resolved during the Awareness Phase or if a principal receives a rating of “developing” or ineffective”, a PIP will be initiated by the director. Once a PIP is initiated, the director works together with the principal to develop the PIP.

### **III. IMPLEMENTATION OF A TIP**

#### **A. Timing of a PIP**

1. A principal who has received an annual composite effectiveness rating of “developing” or “ineffective” will be placed on the PIP as soon as practical, but in no case later than (10) school days after the opening of classes for the school year.
2. In a case of a principal who is placed on a PIP other than a result of a rating of “developing” or “ineffective”, the PIP may be commenced at any time during the school year.
3. The length of the PIP will generally be for the period of time as stated in the PIP except that for a probationary principal the PIP shall be for three (3) to five (5) months in duration, as determined by the BOCES. The length of the PIP for a tenured teacher shall be no less than five (5) months in duration, as determined by

the BOCES. In no event should a PIP go beyond the end of the school year (9 months).

B. General Requirements of a PIP

1. The purpose of a PIP is the improvement of administrative practice. The issuance of a PIP is to initiate a corrective action.
2. The PIP shall be developed in consultation with the principal. The Union President(s) shall be informed of the BOCES' intent to issue a PIP to a principal. Whenever a principal is placed on a PIP, and with the agreement of the principal, the Union President(s) shall be provided with a copy of the PIP.
3. A PIP shall clearly specify the following:
  - a. The area(s) in need of improvement
  - b. The performance goals, expectations, benchmarks, standards and timeliness the principal must meet in order to achieve an effective rating.
  - c. How improvement will be measured and monitored, and provide for periodic reviews of progress and total achievements.
  - d. The anticipated frequency and duration of the meetings of the principal, administrator and, if one is assigned, mentor.
  - e. The appropriate differentiated professional development opportunities, materials, resources and supports the BOCES will make available to assist the principal, including, where appropriate, the assignment of a mentor administrator.
4. A PIP shall be written on the form annexed as Appendix A.
5. After the PIP is in place, the principal, and director and, if one has been assigned mentor, as well as a Union representative, if requested by the principal, shall meet according to the schedule set forth in the PIP to assess the effectiveness and appropriateness of the PIP. Any such meeting shall also be for the purpose of assisting the teacher to achieve the goals set forth in the PIP. Based upon the outcome of such assessments(s), the PIP may be modified accordingly.

C. Costs of the PIP

All costs associated with the actions required by the BOCES, including but not limited to, tuition, fees, books and travel shall be borne by the BOCES in their entirety.

Attachments:

1. Observation Forms
2. PIP Forms

**SOUTHERN WESTCHSESTER BOCES**  
**PRINCIPAL IMPROVEMENT PLAN (PIP)**

Principal: \_\_\_\_\_

Location/Program(s): \_\_\_\_\_

Date of PIP Conference: \_\_\_\_\_ PIP Implementation School Year \_\_\_\_\_

**1. Areas in Need of Improvement**

Refer to the specific domains and describe the specific behavior(s) which are in need of improvement.

**2. Improvement Goals/Outcomes**

Provide expected outcomes for change. Determine how the expected outcome will be assessed.

**3. Corrective/Differentiated Strategies**

Provide methods and activities by which improvement can be achieved.

**4. Support/Resources**

Provide description of support and resources to include district's responsibilities.

**5. Timeline**

Provide a timeline for improvement.

**6. Evidence of Progress to Support Goal Achievement**

Describe artifacts or visible indicators of progress linked to the APPR rubric.

**Principals' Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Director's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

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

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

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

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

**Signatures, dates**

Superintendent Signature: Date:

*David A. Simpson* 8/29/13

*O. Arca* 8/29/13

Teachers Union President Signature: Date:  
*MARION J. SORRENTI* 8/29/13

Administrative Union President Signature: Date:

*Cherise A. Stewart* 8/29/13

*L. Sturton* 8/29/13

Board of Education President Signature: Date:  
*Jan C. Will* 8/29/13