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

Commissioner of Education
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December 7, 2012

Rick T. Moore, Superintendent
Belleville Henderson Central School District
8372 County Route 75
Belleville, NY 13611

Dear Superintendent Moore:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Jack Boak

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, May 07, 2012
Updated Friday, November 30, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 220909040000

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

220909040000

1.2) School District Name: BELLEVILLE HENDERSON CSD

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

BELLEVILLE HENDERSON CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Saturday, May 05, 2012
Updated Friday, November 30, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Belleville Henderson CSD developed Kindergarten ELA assessment
1	District, regional, or BOCES-developed assessment	Belleville Henderson CSD developed First Grade ELA assessment
2	District, regional, or BOCES-developed assessment	Belleville Henderson CSD developed Second Grade ELA assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers not assigned a state provided growth measure will, in collaboration with the school administration, develop Student Learning Objectives as defined in Education Law Section 3012-c. Teachers will use their classroom rosters and available baseline data to establish appropriate and rigorous targets mutually established by the classroom teacher and the school administration. The percentage of students that meet their growth targets, as defined in each Student Learning Objective, will be determined by comparing the results on the pre assessment(s) to the results on the post assessment(s). Based on the percentage of students reaching their targets, teachers will be assigned a growth measure as determined by the school established HEDI scale. (Uploaded HEDI scale attached). K-3 teachers are common branch, therefore, the points assigned for the ELA and math SLO's will be averaged to determine the amount of comparable growth measures subcomponent points and HEDI ratings.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a large majority of the students meet district target goals in the areas of language arts as evaluated by district-created developed ELA assessments and/or the New York State ELA assessment (for grade 3).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a majority of the students meet district target goals in the areas of language arts as evaluated by district-created developed ELA assessments and/or the New York State ELA assessment (for grade 3).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, some of the students meet district target goals in the areas of language arts as evaluated by district-created ELA assessments and/or the New York State ELA assessment (for grade 3).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, few students meet district target goals in the areas of language arts as evaluated by district-created developed ELA assessments and/or the New York State ELA assessment (for grade 3).

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Belleville Henderson CSD developed Kindergarten Math assessment
1	District, regional, or BOCES-developed assessment	Belleville Henderson CSD developed First Grade Math assessment
2	District, regional, or BOCES-developed assessment	Belleville Henderson CSD developed Second Grade Math assessment

Math	Assessment

3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers not assigned a state provided growth measure will, in collaboration with the school administration, develop Student Learning Objectives as defined in Education Law Section 3012-c. Teachers will use their classroom rosters and available baseline data to establish appropriate and rigorous targets mutually established by the classroom teacher and the school administration. The percentage of students that meet their growth targets, as defined in each Student Learning Objective, will be determined by comparing the results on the pre assessment(s) to the results on the post assessment(s). Based on the percentage of students reaching their targets, teachers will be assigned a growth measure as determined by the school established HEDI scale. (Uploaded HEDI scale attached). K-3 teachers are common branch, therefore, the points assigned for the ELA and math SLO's will be averaged to determine the amount of comparable growth measures subcomponent points and HEDI ratings.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a large majority of the students meet district target goals in the areas of math as evaluated by district-created developed math assessments and or the New York State Math assessment (for grade 3).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a majority of the students meet district target goals in the areas of math as evaluated by district-created developed Math assessments and or the New York State Math assessment (for grade 3).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, some of the students meet district target goals in the areas of math as evaluated by district-created developed Math assessments and or the New York State ELA assessment (for grade 3).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, few students meet district target goals in the areas of math as evaluated by district-created developed Math assessments and or the New York State Math assessment (for grade 3).

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Belleville Henderson CSD developed 6th grade Science assessment

7	District, regional or BOCES-developed assessment	Belleville Henderson CSD developed 7th grade 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers not assigned a state provided growth measure will, in collaboration with the school administration, develop Student Learning Objectives as defined in Education Law Section 3012-c. Teachers will use their classroom rosters and available baseline data to establish appropriate and rigorous targets mutually established by the classroom teacher and the school administration. The percentage of students that meet their growth targets, as defined in each Student Learning Objective, will be determined by comparing the results on the pre assessment(s) to the results on the post assessment(s). Based on the percentage of students reaching their targets, teachers will be assigned a growth measure as determined by the school established HEDI scale. (Uploaded HEDI scale attached)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of science as evaluated by district-created developed science assessment and or the New York State Science assessment (for grade 8).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a majority of the students meet district target goals in the area of science as evaluated by district-created developed science assessment and or the New York State Science assessment (for grade 8).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, some of the students meet district target goals in the area of science as evaluated by district-created developed science assessment and or the New York State Science assessment (for grade 8).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, few students meet district target goals in the area of science as evaluated by district-created developed science assessment and or the New York State Science assessment (for grade 8).

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	Belleville Henderson CSD developed 6th grade Social Studies assessment
7	District, regional or BOCES-developed assessment	Belleville Henderson CSD developed 7th grade Social Studies assessment
8	District, regional or BOCES-developed assessment	Belleville Henderson CSD developed 8th grade 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers not assigned a state provided growth measure will, in collaboration with the school administration, develop Student Learning Objectives as defined in Education Law Section 3012-c. Teachers will use their classroom rosters and available baseline data to establish appropriate and rigorous targets mutually established by the classroom teacher and the school administration. The percentage of students that meet their growth targets, as defined in each Student Learning Objective, will be determined by comparing the results on the pre assessment(s) to the results on the post assessment(s). Based on the percentage of students reaching their targets, teachers will be assigned a growth measure as determined by the school established HEDI scale. (Uploaded HEDI scale attached)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of social studies as evaluated by district-created developed social studies assessment.
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, a majority of the students meet district target goals in the area of social studies as evaluated by district-created developed social studies assessment.
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, some students meet district target goals in the area of social studies as evaluated by district-created developed social studies assessment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, few students meet district target goals in the area of social studies as evaluated by district-created developed social studies assessment.

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	Belleville Henderson CSD developed 9th grade Social Studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers not assigned a state provided growth measure will, in collaboration with the school administration, develop Student Learning Objectives as defined in Education Law Section 3012-c. Teachers will use their classroom rosters and available baseline data to establish appropriate and rigorous targets mutually established by the classroom teacher and the school administration. The percentage of students that meet their growth targets, as defined in each Student Learning Objective, will be determined by comparing the results on the pre assessment(s) to the results on the post assessment(s). Based on the percentage of students reaching their targets, teachers will be assigned a growth measure as determined by the school established HEDI scale. (Uploaded HEDI scale attached)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of social studies as evaluated by district-created developed social studies assessment and or the New York State Social Studies assessment (for Global 2 and American History).
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, a majority of the students meet district target goals in the area of social studies as evaluated by district-created developed social studies assessment and or the New York State Social Studies assessment (for Global 2 and American History).
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, some students meet district target goals in the area of social studies as evaluated by district-created developed social studies assessment and or the New York State Social Studies assessment (for Global 2 and American History).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, few students meet district target goals in the area of social studies as evaluated by district-created developed social studies assessment and or the New York State Social Studies assessment (for Global 2 and American History).

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers not assigned a state provided growth measure will, in collaboration with the school administration, develop Student Learning Objectives as defined in Education Law Section 3012-c. Teachers will use their classroom rosters and available baseline data to establish appropriate and rigorous targets mutually established by the classroom teacher and the school administration. The percentage of students that meet their growth targets, as defined in each Student Learning Objective, will be determined by comparing the results on the pre assessment(s) to the results on the post assessment(s). Based on the percentage of students reaching their targets, teachers will be assigned a growth measure as determined by the school established HEDI scale. (Uploaded HEDI scale attached)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of science as evaluated by district-created developed science assessment and or the New York State Science assessment (for Living Environment, Earth Science, Chemistry, and Physics).
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, a majority of the students meet district target goals in the area of science as evaluated by district-created science assessment and or the New York State Science assessment (for Living Environment, Earth Science, Chemistry, and Physics).
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, some students meet district target goals in the area of science as evaluated by district-created science assessment and or the New York State Science assessment (for Living Environment, Earth Science, Chemistry, and Physics).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, few students meet district target goals in the area of science as evaluated by district-created developed science assessment and or the New York State Science assessment (for Living Environment, Earth Science, Chemistry, and Physics).

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers not assigned a state provided growth measure will, in collaboration with the school administration, develop Student Learning Objectives as defined in Education Law Section 3012-c. Teachers will use their classroom rosters and available baseline data to establish appropriate and rigorous targets mutually established by the classroom teacher and the school administration. The percentage of students that meet their growth targets, as defined in each Student Learning Objective, will be determined by comparing the results on the pre assessment(s) to the results on the post assessment(s). Based on the percentage of students reaching their targets, teachers will be assigned a growth measure as determined by the school established HEDI scale. (Uploaded HEDI scale attached)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of math as evaluated by district-created developed math assessment and or the New York State Math assessment (for Algebra 1, Geometry, and Algebra 2).
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, a majority of the students meet district target goals in the area of math as evaluated by district-created developed math assessment and or the New York State Math assessment (for Algebra 1, Geometry, and Algebra 2).
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, some students meet district target goals in the area of math as evaluated by district-created developed math assessment and or the New York State Math assessment (for Algebra 1, Geometry, and Algebra 2).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, few students meet district target goals in the area of math as evaluated by district-created developed math assessment and or the New York State Math assessment (for Algebra 1, Geometry, and Algebra 2).

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Belleville Henderson CSD developed 9th grade ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Belleville Henderson CSD developed 10th grade ELA assessment
Grade 11 ELA	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers not assigned a state provided growth measure will, in collaboration with the school administration, develop Student Learning Objectives as defined in Education Law Section 3012-c. Teachers will use their classroom rosters and available baseline data to establish appropriate and rigorous targets mutually established by the classroom teacher and the school administration. The percentage of students that meet their growth targets, as defined in each Student Learning Objective, will be determined by comparing the results on the pre assessment(s) to the results on the post assessment(s). Based on the percentage of students reaching their targets, teachers will be assigned a growth measure as determined by the school established HEDI scale. (Uploaded HEDI scale attached)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of ELA as evaluated by district-created developed ELA assessment and or the New York State ELA assessment (for English 11).
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, a majority of the students meet district target goals in the area of ELA as evaluated by district-created developed ELA assessment and or the New York State ELA assessment (for English 11).
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, some students meet district target goals in the area of ELA as evaluated by district-created developed ELA assessment and or the New York State ELA assessment (for English 11).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, few students meet district target goals in the area of ELA as evaluated by district-created developed ELA assessment and or the New York State ELA assessment (for English 11).

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
	Agriculture	District, Regional or BOCES-developed	Belleville Henderson CSD developed Agriculture assessment
	Art	District, Regional or BOCES-developed	Belleville Henderson CSD developed Art assessment
	Business	District, Regional or BOCES-developed	Belleville Henderson CSD developed Business assessment
	French	District, Regional or BOCES-developed	Belleville Henderson CSD developed French assessment
	Health	District, Regional or BOCES-developed	Belleville Henderson CSD developed Health assessment
	Library	District, Regional or BOCES-developed	Belleville Henderson CSD developed Library assessment
	Music	District, Regional or BOCES-developed	Belleville Henderson CSD developed Music assessment
	Physical Education	District, Regional or BOCES-developed	Belleville Henderson CSD developed Physical Education assessment
	Reading	District, Regional or BOCES-developed	Belleville Henderson CSD developed Reading assessment
	Spanish	District, Regional or BOCES-developed	Belleville Henderson CSD developed Spanish assessment
	Technology	District, Regional or BOCES-developed	Belleville Henderson CSD developed Technology 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers not assigned a state provided growth measure will, in collaboration with the school administration, develop Student Learning Objectives as defined in Education Law Section 3012-c. Teachers will use their classroom rosters and available baseline data to establish appropriate and rigorous targets mutually established by the classroom teacher and the school administration. The percentage of students that meet their growth targets, as defined in each Student Learning Objective, will be determined by comparing the results on the pre assessment(s) to the results on the post assessment(s). Based on the percentage of students reaching their targets, teachers will be assigned a growth measure as

	determined by the school established HEDI scale. (Uploaded HEDI scale attached)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, a large majority of students meet district target goals in the specified area (i.e. agriculture, art, business, French, health, library, music, physical education, reading, Spanish and technology) as evaluated by district-created developed assessments in each area.
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, a majority of students meet district target goals in the specified area (i.e. agriculture, art, business, French, health, library, music, physical education, reading, Spanish and technology) as evaluated by district-created developed assessments in each area.
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, some students meet district target goals in the specified area (i.e. agriculture, art, business, French, health, library, music, physical education, reading, Spanish and technology) as evaluated by district-created developed assessments in each area.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, few students meet district target goals in the specified area (i.e. agriculture, art, business, French, health, library, music, physical education, reading, Spanish and technology) as evaluated by district-created developed assessments in each area.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/125408-TXEtxx9bQW/HEDI Scale BHCSD.pdf

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Saturday, May 05, 2012
Updated Friday, November 30, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
5	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment

6	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
7	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
8	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	PAWS (Panthers Attacking Writing Skills) Based on the SAT Essay Question. The Belleville Henderson CSD faculty will teach writing across all curriculums. This assessment will show growth in each student's writing ability based on Pre Writing Assessment given no later than November 1st and a Post Writing Assessment given no later than June 15th. Each student's composition will be scored using the NYS ELA Writing Rubric in collaboration with the Knight School of Writing at Cornell University in an effort to have all students college ready in the area of writing upon graduation from Belleville Henderson Central School District. The post-assessment will be created and scored by an independent third party. An assessment score will be assigned to each student building wide. The sum of all students that achieved growth growth will then be divided by the number of pre-assessed students to determine a school wide growth measure. The school wide growth measure will then be applied to the Belleville Henderson CSD HEDI scale giving each teacher the local score 0-15 to be calculated in their composite score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
5	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
6	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
7	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
8	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	PAWS (Panthers Attacking Writing Skills) Based on the SAT Essay Question. The Belleville Henderson CSD faculty will teach writing across all curriculums. This assessment will show growth in each student's writing ability based on Pre Writing Assessment given no later than November 1st and a Post Writing Assessment given no later than June 15th. Each student's composition will be scored using the NYS ELA Writing Rubric in collaboration with the Knight School of Writing at Cornell University in an effort to have all students college ready in the area of writing upon graduation from Belleville Henderson Central School District. The post-assessment will be created and scored by an independent third party. A growth score will be assigned to each student building wide. The sum of all students' growth scores will then be divided by the number of students assessed to determine a school wide growth measure. The school wide growth measure will then be applied to the Belleville Henderson CSD HEDI scale giving each teacher the local score 0-15 to be calculated in their composite score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/125409-rhJdBgDruP/HEDI Table Grades 4-8_1.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
1	6(ii) School-wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
2	6(ii) School-wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
3	6(ii) School-wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	PAWS (Panthers Attacking Writing Skills) Based on the SAT Essay Question. The Belleville Henderson CSD faculty will teach writing across all curriculums. This assessment will show growth in each student's writing ability based on Pre Writing Assessment given no later than November 1st and a Post Writing Assessment given no later than June 15th. Each student's composition will be scored using the NYS ELA Writing Rubric in

	collaboration with the Knight School of Writing at Cornell University in an effort to have all students college ready in the area of writing upon graduation from Belleville Henderson Central School District. The post-assessment will be created and scored by an independent third party. An assessment score will be assigned to each student building wide. The sum of all students that achieved growth growth will then be divided by the number of pre-assessed students to determine a school wide growth measure. The school wide growth measure will then be applied to the Belleville Henderson CSD HEDI scale giving each teacher the local score 0-20 to be calculated in their composite score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
1	6(ii) School-wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
2	6(ii) School-wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
3	6(ii) School-wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	PAWS (Panthers Attacking Writing Skills) Based on the SAT Essay Question. The Belleville Henderson CSD faculty will teach writing across all curriculums. This assessment will show growth in each student's writing ability based on Pre Writing Assessment given no later than November 1st and a Post Writing Assessment given no later than June 15th. Each student's composition will be scored using the NYS ELA Writing Rubric in collaboration with the Knight School of Writing at Cornell University in an effort to have all students' college ready in the area of writing upon graduation from Belleville Henderson Central School District. The post-assessment will be created and scored by an independent third party. A growth score will be assigned to each student building wide. The sum of all students' growth scores will then be divided by the number of students assessed to determine a school wide growth measure. The school wide growth measure will then be applied to the Belleville Henderson CSD HEDI scale giving each teacher the local score 0-20 to be calculated in their composite score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and prioriities, some students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and prioriities, few students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
7	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
8	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	PAWS (Panthers Attacking Writing Skills) Based on the SAT Essay Question. The Belleville Henderson CSD faculty will teach writing across all curriculums. This assessment will show growth in each student's writing ability based on Pre Writing Assessment given no later than November 1st and a Post Writing Assessment given no later than June 15th. Each student's composition will be scored using the NYS ELA Writing Rubric in collaboration with the Knight School of Writing at Cornell University in an effort to have all students' college ready in the area of writing upon graduation from Belleville Henderson Central School District. The post-assessment will be created and scored by an independent third party. A growth score will be assigned to each student building wide. The sum of all students' growth scores will then be divided by the number of students assessed to determine a school wide growth measure. The school wide growth measure will then be applied to the Belleville Henderson CSD HEDI scale giving each teacher the local score 0-20 to be calculated in their composite score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
7	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
8	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	PAWS (Panthers Attacking Writing Skills) Based on the SAT Essay Question. The Belleville Henderson CSD faculty will teach writing across all curriculums. This assessment will show growth in each student's writing ability based on Pre Writing Assessment given no later than November 1st and a Post Writing Assessment given no later than June 15th. Each student's composition will be scored using the NYS ELA Writing Rubric in collaboration with the Knight School of Writing at Cornell University in an effort to have all students' college ready in the area of writing upon graduation from Belleville Henderson Central School District. The post-assessment will be created and scored by an independent third party. A growth score will be assigned to each student building wide. The sum of all students' growth scores will then be divided by the number of students assessed to determine a school wide growth measure. The school wide growth measure will then be applied to the Belleville Henderson CSD HEDI scale giving each teacher the local score 0-20 to be calculated in their composite score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment

Global 1	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
Global 2	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
American History	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment

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.	PAWS (Panthers Attacking Writing Skills) Based on the SAT Essay Question. The Belleville Henderson CSD faculty will teach writing across all curriculums. This assessment will show growth in each student's writing ability based on Pre Writing Assessment given no later than November 1st and a Post Writing Assessment given no later than June 15th. Each student's composition will be scored using the NYS ELA Writing Rubric in collaboration with the Knight School of Writing at Cornell University in an effort to have all students' college ready in the area of writing upon graduation from Belleville Henderson Central School District. The post-assessment will be created and scored by an independent third party. A growth score will be assigned to each student building wide. The sum of all students' growth scores will then be divided by the number of students assessed to determine a school wide growth measure. The school wide growth measure will then be applied to the Belleville Henderson CSD HEDI scale giving each teacher the local score 0-20 to be calculated in their composite score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
Earth Science	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
Chemistry	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
Physics	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment

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.	PAWS (Panthers Attacking Writing Skills) Based on the SAT Essay Question. The Belleville Henderson CSD faculty will teach writing across all curriculums. This assessment will show growth in each student's writing ability based on Pre Writing Assessment given no later than November 1st and a Post Writing Assessment given no later than June 15th. Each student's composition will be scored using the NYS ELA Writing Rubric in collaboration with the Knight School of Writing at Cornell University in an effort to have all students' college ready in the area of writing upon graduation from Belleville Henderson Central School District. The post-assessment will be created and scored by an independent third party. A growth score will be assigned to each student building wide. The sum of all students' growth scores will then be divided by the number of students assessed to determine a school wide growth measure. The school wide growth measure will then be applied to the Belleville Henderson CSD HEDI scale giving each teacher the local score 0-20 to be calculated in their composite score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.

Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
Geometry	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
Algebra 2	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	PAWS (Panthers Attacking Writing Skills) Based on the SAT Essay Question. The Belleville Henderson CSD faculty will teach writing across all curriculums. This assessment will show growth in each student's writing ability based on Pre Writing Assessment given no later than November 1st and a Post Writing Assessment given no later than June 15th. Each student's composition will be scored using the NYS ELA Writing Rubric in collaboration with the Knight School of Writing at Cornell University in an effort to have all students' college ready in the area of writing upon graduation from Belleville Henderson Central School District. The post-assessment will be created and scored by an independent third party. A growth score will be assigned to each student building wide. The sum of all students' growth scores will then be divided by the number of students assessed to determine a school wide growth measure. The school wide growth measure will then be applied to the Belleville Henderson CSD HEDI scale giving each teacher the local score 0-20

	to be calculated in their composite score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
Grade 10 ELA	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
Grade 11 ELA	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	PAWS (Panthers Attacking Writing Skills) Based on the SAT Essay Question. The Belleville Henderson CSD faculty will teach writing across all curriculums. This assessment will show growth in each student's writing ability based on Pre Writing Assessment given no later than November 1st and a Post Writing Assessment given no later than June 15th. Each student's composition will be scored using the NYS ELA Writing Rubric in

	collaboration with the Knight School of Writing at Cornell University in an effort to have all students' college ready in the area of writing upon graduation from Belleville Henderson Central School District. The post-assessment will be created and scored by an independent third party. A growth score will be assigned to each student building wide. The sum of all students' growth scores will then be divided by the number of students assessed to determine a school wide growth measure. The school wide growth measure will then be applied to the Belleville Henderson CSD HEDI scale giving each teacher the local score 0-20 to be calculated in their composite score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and prioriities, a large majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and prioriities, a large majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Agriculture	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
	Art	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
	Business	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
	French	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
	Health	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
	Library	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
	Music	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
	Physical Education	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment

Reading	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
Spanish	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment
Technology	6(ii) School wide measure computed locally	Belleville Henderson Central School District developed K-12 school-wide writing assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	PAWS (Panthers Attacking Writing Skills) Based on the SAT Essay Question. The Belleville Henderson CSD faculty will teach writing across all curriculums. This assessment will show growth in each student's writing ability based on Pre Writing Assessment given no later than November 1st and a Post Writing Assessment given no later than June 15th. Each student's composition will be scored using the NYS ELA Writing Rubric in collaboration with the Knight School of Writing at Cornell University in an effort to have all students' college ready in the area of writing upon graduation from Belleville Henderson Central School District. The post-assessment will be created and scored by an independent third party. A growth score will be assigned to each student building wide. The sum of all students' growth scores will then be divided by the number of students assessed to determine a school wide growth measure. The school wide growth measure will then be applied to the Belleville Henderson CSD HEDI scale giving each teacher the local score 0-20 to be calculated in their composite score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using the NYS ELA Writing Rubric.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate growth in the area of ELA as evaluated by the results of the P.A.W.S. Essay Assessment using

	the NYS ELA Writing Rubric.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/125409-y92vNseFa4/Belleville Henderson CSD Local Growth Measure For School-Wide Writing Assessment_1.docx

3.14) Locally Developed Controls

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

No Controls

3.15) Teachers with More Than One Locally Selected Measure

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

The district will utilize a weighted average determined by the number of students in each course for which the teacher is responsible.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances | Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances | Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances | Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances | Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances | Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked

3.16) Assurances | Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances | If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances | Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, August 14, 2012
Updated Friday, November 30, 2012

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.)

NYSUT Teacher Practice Rubric

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	33
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	27

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

60 points (of the total 100 points) will be based on multiple observations and collection of evidence utilizing the NYSUT Practice Rubric. These observations will occur throughout the year. At least one of the visits will be unannounced. Thirty-three of the sixty points will be based on multiple observations and will result in the ratings for Standard 3: Instructional Practice and Standard 4: Learning Environment. Twenty-seven of the sixty points will be based on a structured review of student portfolios, teacher lesson plans and/or other teacher artifacts which will result in the ratings for the remaining standards.
**As soon as a supervisor has concerns about a teacher consistently performing below the effective range in any standard, direct feedback will be given. The assignment of points and determination of HEDI ratings will then be based on the table attached.*

The ranges are as follows: 0-49 Ineffective

50-56 Developing
57-58 Effective
59-60 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/5091/162834-eka9yMJ855/Belleville Henderson Central School District Conversion Chart Sub-Component.doc

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.	A rating of highly effective is achieved by demonstrating exemplary performance in the NYS Teaching Standards earning an overall score of 59-60 points. All points will be rounded to the nearest whole number.
Effective: Overall performance and results meet NYS Teaching Standards.	A rating of effective is achieved by demonstrating strong performance in the NYS Teaching Standards earning an overall score of 57-58 points. All points will be rounded to the nearest whole number.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A rating of developing is achieved by demonstrating a need for improvement in the performance of the NYS Teaching Standards earning an overall score of 50-56 points. All points will be rounded to the nearest whole number.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A rating of ineffective is identified by poor performance in the NYS Teaching Standards earning an overall score of 0-49 points. All points will be rounded to the nearest whole number.

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)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/162845-Df0w3Xx5v6/BHCSD TIP Plan 2012.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEALS OF ANNUAL PROFESSIONAL PERFORMANCE REVIEWS

Section 1 Purpose

Purpose

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff, in order to maintain a highly qualified and effective work force. All teachers who meet the appeal process criteria identified below may use this appeals process. Every performance review must contain or refer to all the evidence upon which it relies in formulating and determining the teacher's performance review so that the Teacher is aware of all facts and circumstances upon which his/her evaluation is based. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for an appeal must be raised within one appeal. In accordance with Section 3012-c of the Education Law, an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in an Education Law Section 3020-a disciplinary proceeding or any locally negotiated disciplinary procedure, until the appeal process is concluded.

Section 2 Grounds for an Appeal

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

a. The substance of the Annual Professional Performance Review;

b. The District's failure to adhere to the standards and methodologies required for the APPR pursuant to Education Law 3012-c and the applicable rules and regulations;

c. The District's failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures regarding APPR or Teacher Improvement Plans; and

d. The District's failure to issue and/or implement the terms of a Teacher Improvement Plan ("TIP"), where applicable as required under Education Law Section 3012-c.

An appeal may only be commenced after a teacher's receipt of their final composite score from the District.

Section 3 Scope of Appeals

Any unit member aggrieved by an APPR composite rating of either "ineffective" or "developing" may challenge their APPR evaluation through the Appeals process. Unit members may submit written rebuttals of determinations of "effective" and "highly effective" if desired which will be attached to the final APPR evaluation.

However, a unit member may appeal an "effective" or "highly effective" composite score if the member is denied, based on that rating, any professional or extracurricular opportunities for advancement which may include additional compensation.

Section 4 APPR Appeals Procedure

Regarding appeals pursuant to the APPR, the District anticipates that observations pursuant to the other measures of teacher effectiveness component of a teacher's overall composite score will be conducted by either the Superintendent of Schools or Principal. To ensure fairness, eliminate the appearance of bias or impropriety, and to comply with the requirements of Section 3012-c, it is therefore determined that for purposes of the APPR appeals procedure, the following terms will be defined as follows:

"Days" shall mean school days as defined by the District's instructional calendar unless otherwise and specifically noted;

"Superintendent" shall mean the Superintendent of Schools;

"Evaluating Administrator" shall mean the district administrator, i.e., Superintendent or Principal, who conducted the teacher's formal and informal observations, and who evaluated any additional evidence for the composite rating, pursuant to this APPR plan;

"Appeals Administrator" shall mean the district administrator, i.e., Superintendent or Principal, who did not conduct the appealing teacher's formal or informal observations and who did not evaluate any additional evidence for the composite rating, pursuant to this APPR plan; and

"Appellant" shall mean a teacher who is appealing all or a portion of their APPR evaluation or TIP pursuant to the rules and guidelines of this APPR plan.

A failure by the Appellant to follow any of the prescribed timelines for an APPR appeal shall be deemed to be an abandonment and waiver of the appeal and of any rights or privileges attached thereto as described in this APPR plan, unless otherwise agreed to by the parties in writing.

A failure by the District to follow any of the prescribed timelines for an APPR appeal shall result in the Appellant being held harmless for the evaluated school year being appealed, unless otherwise agreed to by the parties in writing.

A. Initial Notification of Intent to Appeal

1. An Appellant choosing to file an appeal of their APPR evaluation or TIP must submit a notice of an intent to appeal within five (5) days of the Appellant's receipt of their final composite score. The Appellant will only be deemed to have received the final composite score after receipt of personal delivery of the Appellant's completed evaluation and composite score by the District. Notification of the intent to appeal shall be in writing (either by letter or email) and shall be delivered to the Superintendent, the Evaluating Administrator, and the President of the Association.

(5 DAYS)

2. The Evaluating Administrator must hold an Informal Conference with the Appellant within ten (10) days of receipt of the notice of intent to appeal to discuss the evaluation, the Appellant's areas of concern, and to hear the Appellant's reasons for why the APPR evaluation and/or TIP should be modified.

(10 DAYS)

Prior to the Informal Conference, the Evaluating Administrator shall provide to the Appellant with copies to the Superintendent:

a. A written notification to the Appellant of the date and time of the Informal Conference with at least two (2) DAYS NOTICE; and

b. If not provided to the Appellant previously, copies of all evidence upon which the Evaluating Administrator relied in conducting the Appellant's Performance review. Such evidence shall be provided to the Appellant at the time of the Evaluating Administrator's notice to the Appellant of the date and time of the meeting.

B. Step 1 – Informal Conference

1. At the Informal Conference, the Appellant shall be entitled to have an Association representative of their choice present.
2. The Informal Conference shall be an opportunity for the Evaluating Administrator and the Appellant to discuss the evaluation and any area(s) of dispute. Possible outcomes of the Informal Conference include, but are not limited to: modification of a TIP, modification of the evaluator's ratings and/or observations, setting aside of a rating, or upholding the rating as the Evaluating Administrator deems appropriate.
3. The Evaluating Administrator shall issue a written decision within ten (10) days of the Informal Conference, a copy of which shall be provided to the Superintendent and the President of the Association and the Appellant.
(10 DAYS)
4. The Evaluating Administrator's written decision shall include a brief statement of the area(s) of dispute regarding Appellant's evaluation and/or TIP, the Evaluating Administrator's decision with respect to those dispute(s), and any additional documents or written materials not previously provided that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal.
5. If the Appellant is not satisfied with the Evaluating Administrator's written decision, the Appellant may within five (5) days of that decision notify the Superintendent in writing of the Appellant's decision to proceed to Step 2 to have the evaluation reviewed by the Appeals Panel. Such notice shall also be provided to the President of the Association.
(5 DAYS)
C. Step 2 – Appeals Panel
1. Within ten (10) days of the Appellant's notice to proceed to Step 2, the Appellant shall file with the Superintendent a complete written description of the specific areas of disagreement over the performance review and/or TIP plan using a form agreed to by the parties [Appendix E, Step 2 Appeals Form], along with any additional documents or materials the Appellant wishes to have considered as part of the Appeals Panel review.
(10 DAYS)
2. If the Superintendent is the Evaluating Administrator, he/she shall immediately forward to the Appeals Administrator:
a. The Appellant's Step 2 Appeal submission; and
b. If not included with the Step 2 Appeal submission, a complete copy of the Appellant's evaluation and copies of any additional documents provided to the Appellant as part of the Step 1 Informal Conference and decision.
Once all the appeals documentation as described above is forwarded to the Appeals Administrator, these documents will be considered collectively the "Appeals Documents," no additional documents or submission of evidence will be considered, and the submission of documents shall be considered final subject to the Appeals Panel's discretion.
3. Within five (5) days of the Appellant's submission of the Step 2 Appeals Form and accompanying materials, the Appeals Administrator and the President of the Association shall meet and select a panel to hear the Appellant's appeal. Once selected, the Appeals Administrator will forward all Appeals Documents to each panel member.
(5 DAYS)
4. The Appeals Panel shall consist of in-house evaluators trained and calibrated on the agreed upon rubric. The Appeals Administrator shall appoint one Panel member who may be the Appeals Administrator. The Association President shall appoint one Panel member who may be the Association President. The Appeals Administrator and the Association President shall agree on a third individual to serve as a Panel member chosen from a pool of up to five mutually agreed upon individuals.
5. The District will ensure lead evaluator training is provided to a minimum of four (4) teachers chosen by the Association to enable those teachers to serve on an Appeals Panel.
D. Appeals Panel Final Decision
1. Once selected, the Appeals Panel shall meet within ten (10) days to review the Appellant's Step 2 Appeal. The Appellant shall be afforded the opportunity to address the Appeals Panel with his/her concerns. To the extent the Appellant seeks to offer additional evidence to the Panel for inclusion in the record, the Panel has the discretion to accept or reject said additional evidence.
(10 DAYS)
2. Upon review of the Appellant's Step 2 Appeal, the panel shall vote to either uphold the Appeal or deny the Appeal in a manner it deems appropriate. A decision by the Appeals Panel only requires a simple majority of all the Panel members. The Appeals Panel shall issue a written decision within ten (10) days of its review meeting. The Appeals Panel's written decision shall be considered the final and binding decision of the Appeals Panel and it shall set forth the reasons and factual basis for each determination in each of the specific issues raised in the appeal.
(10 DAYS)
3. The Appeals Panel's authority to review the appeal and determine an appropriate resolution shall include, but is not limited to:
a. The ability to modify a TIP;
b. To set aside all or part of an observation and/or rating;
c. To uphold an observation and rating;
d. To modify the rating as they see fit;
e. To direct that a new observation be conducted by a new administrator (not the original Evaluating Administrator) with a trained, consulting teacher; and
f. Such other remedies as it deems appropriate.
The Panel shall not have any power to make any decision that would otherwise be in violation of the law or the Rules of the Commissioner of Education.
4. The entire Appeals Record, including the Appeals Panel's written determination (and, if applicable, any subsequent evaluation

conducted pursuant thereto), will be part of the teacher's final APPR and placed in the teacher's permanent file.
E. Exhaustion of Remedies
1. This appeals process shall constitute the exclusive means for reviewing and resolving any challenges to a teacher's Annual Professional Performance Review and/or TIP. The Appeals Panel's decision shall be final and binding. An evaluation shall not be the subject of NYS Education Law §3020-a or an alternate disciplinary procedure without first exhausting the appeal process above.
2. The determination of the appeal pursuant to the above process is final and binding and not subject to any further appeal or otherwise agreed to grievance process. However, a failure of the District to abide by the above agreed upon timelines applicable to the Appeals process or the adherence to the appeals process is subject to the parties negotiated grievance procedure.
3. This Appeals procedure constitutes the exclusive means for initiating, reviewing, challenging, and resolving any and all appeals within the scope of Sections 1 , 2 and 3 of this Article. A covered teacher may not resort to any other contractual grievance procedure for the resolution of these appeals in a challenge to an APPR evaluation or TIP.
[See Appendix E, Step 2 Appeal Form]

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The district (Belleville Henderson Central School District) will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's APPR. Evaluator training will be conducted by certified Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES Network Team personnel. Evaluator training will occur regionally and will replicate the recommended Stated Education Department ("SED") model certification process incorporating the Regulations that were enacted to implement Education Law §3012-c. Evaluators will attend this BOCES training throughout the year at a duration as offered by Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES. Turn-key training will be provided for lead evaluators at a similar duration. This training will include the following Requirements for Lead Evaluators/Evaluators:
• New York State Teaching Standards, NYSUT TED Rubric, and ISSLC Standards;
• Evidence-based observation;
• Application and use of Student Growth Percentile and Value Added Growth Model data;
• Application and use of the State-approved teacher or principal practice rubrics;
• Application and use of any assessment tools used to evaluate teachers and principals'
• Use of Statewide Instructional Reporting System;
• Scoring methodology used to evaluate teachers and principals; and
• Specific considerations in evaluating teachers and principals of English language learners ("ELLS") and students with disabilities.
The District will work with the Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

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

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

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

Pre K-12
(No response)
(No response)
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Wednesday, August 22, 2012
Updated Friday, November 30, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	PreK-12	(d) measures used by district for teacher evaluation	Belleville Henderson Central School District developed K-12 school-wide writing assessment
	PreK-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	Four-year graduation rate for district students

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	PAWS (Panthers Attacking Writing Skills) Based on the SAT Essay Question. The Belleville Henderson CSD faculty will teach writing across all curriculums. This assessment will show growth in each student's writing ability based on Pre Writing Assessment given no later than November 1st and a Post Writing Assessment given no later than June 15th. Each student's composition will be scored using the NYS ELA Writing Rubric in collaboration with the Knight School of Writing at Cornell University in an effort to have all students' college ready in the area of writing upon graduation from Belleville Henderson Central School District. The post-assessment will be created and scored by an independent third party. A growth score will be assigned to each student building wide. The sum of all students' growth scores will then be divided by the number of students assessed to determine a school wide growth measure. The school wide growth measure will then be applied to the Belleville Henderson CSD HEDI scale giving each teacher the local score 0-15

	to be calculated in their composite score. The principal will set a target percent for the four-year graduation rate. The two HEDI's will be added and weighted proportionately based on the average students and converted for an overall HEDI score..
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly effective rating will be achieved if 76-100% of the students show growth from PAWS (Panthers Attacking Writing Skills) Based on the SAT Essay Question. The Belleville Henderson CSD faculty will teach writing across all curriculums. This assessment will show growth in each student's writing ability based on Pre Writing Assessment given no later than November 1st and a Post Writing Assessment given no later than June 15th. Each student's composition will be scored using the NYS ELA Writing Rubric in collaboration with the Knight School of Writing at Cornell University in an effort to have all students' college ready in the area of writing upon graduation from Belleville Henderson Central School District. The post-assessment will be created and scored by an independent third party. A growth score will be assigned to each student building wide. The sum of all students' growth scores will then be divided by the number of students assessed to determine a school wide growth measure. The school wide growth measure will then be applied to the Belleville Henderson CSD HEDI scale giving each teacher the local score 0-15 to be calculated in their composite score. The principal will need to have a percentage of four-year high school graduates greater than or equal to 90%.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective rating will be achieved if 40-75% of the students show growth from PAWS (Panthers Attacking Writing Skills) Based on the SAT Essay Question. The Belleville Henderson CSD faculty will teach writing across all curriculums. This assessment will show growth in each student's writing ability based on Pre Writing Assessment given no later than November 1st and a Post Writing Assessment given no later than June 15th. Each student's composition will be scored using the NYS ELA Writing Rubric in collaboration with the Knight School of Writing at Cornell University in an effort to have all students' college ready in the area of writing upon graduation from Belleville Henderson Central School District. The post-assessment will be created and scored by an independent third party. A growth score will be assigned to each student building wide. The sum of all students' growth scores will then be divided by the number of students assessed to determine a school wide growth measure. The school wide growth measure will then be applied to the Belleville Henderson CSD HEDI scale giving each teacher the local score 0-15 to be calculated in their composite score. The principal will need to have a percentage of four-year high school graduates between 75-89%.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing rating will be achieved if 16-39% of the students show growth from PAWS (Panthers Attacking Writing Skills) Based on the SAT Essay Question. The

	Belleville Henderson CSD faculty will teach writing across all curriculums. This assessment will show growth in each student's writing ability based on Pre Writing Assessment given no later than November 1st and a Post Writing Assessment given no later than June 15th. Each student's composition will be scored using the NYS ELA Writing Rubric in collaboration with the Knight School of Writing at Cornell University in an effort to have all students' college ready in the area of writing upon graduation from Belleville Henderson Central School District. The post-assessment will be created and scored by an independent third party. A growth score will be assigned to each student building wide. The sum of all students' growth scores will then be divided by the number of students assessed to determine a school wide growth measure. The school wide growth measure will then be applied to the Belleville Henderson CSD HEDI scale giving each teacher the local score 0-15 to be calculated in their composite score. The principal will need to have a percentage of four-year high school graduates between 50-74%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective rating will be achieved if 0-15% of the students show growth from PAWS (Panthers Attacking Writing Skills) Based on the SAT Essay Question. The Belleville Henderson CSD faculty will teach writing across all curriculums. This assessment will show growth in each student's writing ability based on Pre Writing Assessment given no later than November 1st and a Post Writing Assessment given no later than June 15th. Each student's composition will be scored using the NYS ELA Writing Rubric in collaboration with the Knight School of Writing at Cornell University in an effort to have all students' college ready in the area of writing upon graduation from Belleville Henderson Central School District. The post-assessment will be created and scored by an independent third party. A growth score will be assigned to each student building wide. The sum of all students' growth scores will then be divided by the number of students assessed to determine a school wide growth measure. The school wide growth measure will then be applied to the Belleville Henderson CSD HEDI scale giving each teacher the local score 0-15 to be calculated in their composite score. The principal will need to have a percentage of four-year high school graduates between 0-49%.

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

(No response)

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

assets/survey-uploads/5366/166172-qBFVOWF7fC/HEDI Table 8.1.doc

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

N/A

8.4) Principals with More Than One Locally Selected Measure

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

The two HEDI's will be added and weighted proportionately based on the average students and converted for an overall HEDI score.

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)

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Updated Friday, November 30, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals | Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
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).	Checked

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Multidimensional Rubric will be used to evaluate the performance of principals. The indicators will be scored on a 1-4 (1=ineffective, 2=developing, 3=effective, 4=highly effective) These scores will be tallied into one total score, which will then be converted to a 0-60 range using the negotiated, agreed upon conversion chart.

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

assets/survey-uploads/5143/177590-pMADJ4gk6R/Belleville Henderson Central School District Conversion Chart Sub-Component.doc

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.	Through observation and the collection of artifacts, principal exhibits leadership that is highly effective, based upon the elements of the Multi-Dimensional Rubric.
Effective: Overall performance and results meet standards.	Through observation and the collection of artifacts, principal exhibits leadership that is effective, based upon the elements of the Multi-Dimensional Rubric.
Developing: Overall performance and results need improvement in order to meet standards.	Through observation and the collection of artifacts, principal exhibits leadership that is developing, based upon the elements of the Multi-Dimensional Rubric.
Ineffective: Overall performance and results do not meet standards.	Through observation and the collection of artifacts, principal exhibits leadership that is ineffective, based upon the elements of the Multi-Dimensional Rubric.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	48-57
Developing	39-47
Ineffective	0-38

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)

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Updated Tuesday, November 06, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	58-60
Effective	48-57
Developing	39-47
Ineffective	0-38

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

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Updated Tuesday, November 06, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/177592-Df0w3Xx5v6/Principal Improvement Plan.doc

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:

The appeal of a rating of developing or ineffective must be submitted to the superintendent within 15 school days of the date the principal receives the written evaluation report. The appeal will be conducted by the superintendent and the superintendent will make the final decision on the appeal. The principal shall have the right to present evidence at the appeal hearing related to the performance on any of the domains in the principal evaluation rubric. The appeal hearing shall be conducted within 15 school days of the receipt of the appeal. The decision on appeals shall be rendered within 15 school days of the close of the appeals hearing.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

Duration and Nature of Training Provided to Evaluators and Lead Evaluators

Section 1 Lead Evaluator Designations

The "lead evaluator" is the district administrator who is primarily responsible for a teacher's APPR composite rating. The term "evaluator" shall include any district administrator who conducts an observation or evaluation of a teacher.
All evaluators shall successfully complete a training course that meets the minimum requirements prescribed by the law and shall include application and use of teacher practice rubrics selected for use by the parties in evaluations.
To be deemed a district certified lead evaluator, one must successfully complete a training course, meeting the minimum requirements prescribed in the law and regulations. Other details of the District's training for evaluators, lead evaluators, and Association members, including the duration and nature of such training, the process for certifying lead evaluators, and issues related to the particular practice rubrics selected by the parties, may need to be negotiated at a later time, subject to rules of Commissioner of Education.
Nothing herein shall be construed to prohibit an evaluator who is properly certified by the state as a school administrator from conducting classroom observations or school visits as part of an Annual Professional Performance Review under Chapter 103 prior to completion of the training required by said chapter of the regulations thereunder, as long as such training is successfully completed prior to completion of the Annual Professional Performance Review.
Section 2 Lead Evaluator Training
The district (Belleville Henderson Central School District) will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's APPR. Evaluator training will be conducted by certified Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES Network Team personnel or other certified lead evaluator training.
Evaluator training will occur regionally and will replicate the recommended Stated Education Department ("SED") model certification process incorporating the Regulations that were enacted to implement Education Law §3012-c. Evaluators will attend this BOCES training throughout the year at a duration as offered by Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES. Turn-key training will be provided for lead evaluators at a similar duration. This training will include the following Requirements for Lead Evaluators/Evaluators:
• New York State Teaching Standards, NYSUT TED Rubric, and ISSLC Standards;
• Evidence-based observation;
• Application and use of Student Growth Percentile and Value Added Growth Model data;
• Application and use of the State-approved teacher or principal practice rubrics;
• Application and use of any assessment tools used to evaluate teachers and principals'
• Use of Statewide Instructional Reporting System;
• Scoring methodology used to evaluate teachers and principals; and
• Specific considerations in evaluating teachers and principals of English language learners ("ELLS") and students with disabilities.
The District will work with the Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, August 14, 2012
Updated Wednesday, December 05, 2012

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/162849-3Uqgn5g9Iu/APPR Final Submission Sign Off BHCSD.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.

Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?*
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*
Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100 %	94-90 %	89-85 %	84%	83%	82%	81%	80%	79%	78%	77%	76-75 %	74-73 %	72%	71-70 %	69%	68-67%	66%	65-60%	59-50%	49-0%

Belleville Henderson Central School
HEDI Table Grades 4-8

Percentage of students making achievement/growth fall to spring – ELA or Mathematics

Percentage	Points
91-100%	15
80-90%	14
73-79%	13
66-72%	12
59-65%	11
52-58%	10
44-51%	9
38-43%	8
33-37%	7
28-32%	6
23-27%	5
17-22%	4
10-16%	3
5-9%	2
2-4%	1
0-1%	0

Belleville Henderson Central School District

Local Growth Measure For School-Wide Writing Assessment

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	86-96%	76-85%	72-75%	68-71%	64-67%	60-63%	56-59%	52-55%	48-51%	44-47%	40-43%	36-39%	32-35%	28-31%	24-27%	20-23%	16-19%	10-15%	5-9%	0-4%

Formula Used:

$$\frac{\text{Number of Students Showing Growth From Fall to Spring Assessment}}{\text{Number of Students Tested In Fall}}$$

The detailed conversion chart below allows districts to convert any average rubric score to a specific score for that sub-component.

Rubric Score to Sub-Component Conversion Chart

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

BHTA

Teacher Improvement Plan

(To be completed jointly by teacher and administration)

Name _____ School _____

School year plan is based on _____ Assignment Grade/Subject _____

Ensuing School Year _____ Grades/Subject _____

Date of related APPR _____ Date of TIP Conference _____

STANDARD(S) NEEDING IMPROVEMENT	ACTION PLAN (Detailed Steps to be Taken)	ADMINISTRATIVE RESPONSIBLITIES	TIMELINE FOR COMPLETION	EVIDENCE	Initial

Teacher's Comments:

Administrator's Comments:

Teacher's Signature _____ Date _____

Administrator's Signature _____ Date _____

Union Representative's Signature _____ Date _____

Teacher Waiver of Union Representation _____ Date _____

Teacher/Evaluator Meetings

Meeting Date	Teacher Comments (initials)	Evaluator Comments (initials)
*Final meeting date by June 1		

Recommendation for results of TIP:

_____ The teacher has met the performance goals identified through the TIP

_____ The teacher has not met the performance goals identified through the TIP

Teacher's Signature _____ Date _____

Administrator's Signature _____ Date _____

Union Representative's Signature _____ Date _____

Teacher Waiver of Union Representation _____ Date _____

06.28.12

Belleville Henderson Central School
HEDI Table 8.1

Percentage of students making achievement/growth fall to spring – ELA or Mathematics

Percentage	Points
91-100%	15
80-90%	14
73-79%	13
66-72%	12
59-65%	11
52-58%	10
44-51%	9
38-43%	8
33-37%	7
28-32%	6
23-27%	5
17-22%	4
10-16%	3
5-9%	2
2-4%	1
0-1%	0

The detailed conversion chart below allows districts to convert any average rubric score to a specific score for that sub-component.

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1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		58
2.9		58
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		59
3.8		59
3.9		60
4		60

Belleville Henderson Central School
Principal Improvement Plan

Principal: _____ School Year: _____

Area(s) in Need of Improvement:

Program for Performance Improvement:

Timeline for Checking Principal Performance:

Evidence Gathered on Principal Performance:

Date for PIP Plan Conference: _____

_____ _____
Principal Signature Superintendent Signature

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 12/4/12

Ruth S. Moore

Teachers Union President Signature: Date: 12/4/12

Ann Colby

Administrative Union President Signature: Date: 12/4/12

Scott A. Storey

Board of Education President Signature: Date: 12/4/12

Edward T. Martello