THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

September 20, 2012

Dr. Henry G. Kiernan, Superintendent
Bellmore-Merrick Central High School District
1260 Meadowbrook Road
North Merrick, NY 11566

Dear Superintendent Kiernan:

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 certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: Thomas Rogers

NOTE: 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.

Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 09, 2012
Updated Tuesday, August 21, 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 : 280253070000

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

280253070000

1.2) School District Name: BELLMORE-MERRICK CENTRAL HS DISTRICT

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

BELLMORE-MERRICK CENTRAL HS DISTRICT

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(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 Wednesday, May 09, 2012
Updated Thursday, September 13, 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	Not applicable	n/a
1	Not applicable	n/a
2	Not applicable	n/a

	ELA	Assessment
3	Not applicable	Not applicable

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.	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

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	Not applicable	n/a
1	Not applicable	n/a
2	Not applicable	n/a

	Math	Assessment
3	Not applicable	Not applicable

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.	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

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	n/a
7	District, regional or BOCES-developed assessment	Grade 7 Science BMCHSD District created baseline/final exam

	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.	Each SLO will determine the growth expected between the baseline exam and the final assessment (i.e. 10 points/ 20 points) the percentage of students that achieved the target growth will be located on the chart and that score will be given.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For a Highly Effective Score 86% or more of the identified students assigned to the teacher must meet their growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	An effective score indicates that 65% - 85 % of the identified students assigned to a teacher met their growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A developing score indicates that 50% (score of 3), - 64%(score of 8) of the identified students assigned to a teacher must meet their growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	An ineffective score indicates that 0-16% (0) - 49% (2) of identified students assigned to a teacher met their growth target.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	n/a
7	District, regional or BOCES-developed assessment	7th Grade Social Studies BMCHSD District created baseline/final exam assessment
8	District, regional or BOCES-developed assessment	8th Grade Social Studies BMCHSD District created District developed baseline/final exam

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.	Each SLO will determine the growth expected between the baseline exam and the final assessment (i.e. 10 points/ 20 points) the percentage of students that achieved the target growth will be located on the chart and that score will be given.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For a Highly Effective Score 86% or more of the identified students assigned to the teacher must meet their growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	An Effective score indicates that 65% - 85 % of the identified students assigned to a teacher met their growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	A developing score indicates that 50% (score of 3), - 64%(score of 8) of the identified students assigned to a teacher must meet their growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	An Ineffective score indicates that 0-16% (0) - 49% (2) of identified students assigned to a teacher met their growth target.

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	Global 1 9th grade BMCHSD District created baseline/final exam

	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.	Each SLO will determine the growth expected between the baseline exam and the final assessment (i.e. 10 points/ 20 points) the percentage of students that achieved the target growth will be located on the chart and that score will be given.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For a Highly Effective Score 86% or more of the identified students assigned to the teacher must meet their growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	An Effective score indicates that 65% - 85 % of the identified students assigned to a teacher met their growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	A developing score indicates that 50% (score of 3), - 64%(score of 8) of the identified students assigned to a teacher must meet their growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	An Ineffective score indicates that 0-16% (0) - 49% (2) of identified students assigned to a teacher met their growth target.

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.	Each SLO will determine the growth expected between the baseline exam and the final assessment (i.e. 10 points/ 20 points) the percentage of students that achieved the target growth will be located on the chart and that score will be given.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For a Highly Effective Score 86% or more of the identified students assigned to the teacher must meet their growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	An Effective score indicates that 65% - 85 % of the identified students assigned to a teacher met their growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	A developing score indicates that 50% (score of 3), - 64%(score of 8) of the identified students assigned to a teacher must meet their growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	An Ineffective score indicates that 0-16% (0) - 49% (2) of identified students assigned to a teacher met their growth target.

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.	Each SLO will determine the growth expected between the baseline exam and the final assessment (i.e. 10 points/ 20 points) the percentage of students that achieved the target growth will be located on the chart and that score will be given.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For a Highly Effective Score 86% or more of the identified students assigned to the teacher must meet their growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	An Effective score indicates that 65% - 85 % of the identified students assigned to a teacher met their growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	A Developing score indicates that 50% (score of 3), - 64%(score of 8) of the identified students assigned to a teacher must meet their growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	An Ineffective score indicates that 0-16% (0) - 49% (2) of identified students assigned to a teacher met their growth target.

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	Grade 9 ELA BMCHSD District developed baseline/final exam
Grade 10 ELA	District, regional or BOCES-developed assessment	Grade 10 BMCHSD District developed baseline/final exam
Grade 11 ELA	Regents assessment	English Regents Exam

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.	Each SLO will determine the growth expected between the baseline exam and the final assessment (i.e. 10 points/ 20 points) the percentage of students that achieved the target growth will be located on the chart and that score will be given.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For a Highly Effective Score 86% or more of the identified students assigned to the teacher must meet their growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	An Effective score indicates that 65% - 85 % of the identified students assigned to a teacher met their growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	A Developing score indicates that 50% (score of 3), - 64%(score of 8) of the identified students assigned to a teacher must meet their growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	An Ineffective score indicates that 0-16% (0) - 49% (2) of identified students assigned to a teacher met their growth target.

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
	Art- Middle School	District, Regional or BOCES-developed	Art Performance Based Assessment Baseline and Final Exam Specific to 7th or 8th Grade Art Course BMCHSD District Created
	Art High School	District, Regional or BOCES-developed	High School Art Performance Based Baseline and Final Assessment Grade and Course Specific
	Business	District, Regional or BOCES-developed	High School Business Grade and Course specific Baseline/Final exam BMCHSD District Created
	Family and Consumer Sciences	District, Regional or BOCES-developed	FACS Grade and Course specific Baseline/Final exam BMCHSD District Created
	Languages Other than English	District, Regional or BOCES-developed	LOTE course and grade specific Baseline/Final exam BMCHSD District Created

	Health	District, Regional or BOCES-developed	Health course and grade specific Baseline/Final exam BMCHSD District Created
	English as a Second Language	District, Regional or BOCES-developed	ESL Course and Grade Specific Baseline/Final Exam District Created
	Technology	District, Regional or BOCES-developed	Technology Grade and Course Specific Baseline/Final exam BMCHSDDistrict Created
	Library	District, Regional or BOCES-developed	Library Grade and Course Baseline/Final exam BMCHSD District Created
	Music	District, Regional or BOCES-developed	Music Grade and Course Specific Performance Based Baseline and Final Exam BMCHSD District Created
	Physical Education	District, Regional or BOCES-developed	Physical Education Grade and Course Specific Baseline/Final Exam BMCHSD District Created
	Reading	District, Regional or BOCES-developed	Reading Course and Grade Specific Performance Based Assessment Baseline and Final Exam BMCHSD District Created
	Writing	District, Regional or BOCES-developed	Writing Grade and Course Specific Performance Based Baseline and Final Exam BMCHSD DIstrict created
	Resource Program	District, Regional or BOCES-developed	Grade and Course specific BMCHSD District Created Performance Based Baseline and Final Exam

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.	Each SLO will determine the growth expected between the baseline exam and the final assessment (i.e. 10 points/ 20 points increase) the percentage of students that achieved the target growth will be located on the chart and that score will be given.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For a Highly Effective Score 86% or more of the identified students assigned to the teacher must meet their growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	An Effective score indicates that 65% - 85 % of the identified students assigned to a teacher met their growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	A Developing score indicates that 50% (score of 3), - 64%(score of 8) of the identified students assigned to a teacher must meet their growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	An Ineffective score indicates that 0-16% (0) - 49% (2) of identified students assigned to a teacher met their growth target.

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/5364/127131-TXEtxx9bQW/2.11 - 20% rubric growth score.doc

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.

Growth targets are student specific based on each individual students original baseline score. In this way the target is individualized for each student based on their ability level entering the course.

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 Wednesday, May 09, 2012
Updated Wednesday, September 19, 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	Not applicable	n/a
5	Not applicable	n/a
6	Not applicable	n/a
7	5) District, regional, or BOCES–developed assessments	BMCHSD District created Grade 7 ELA final exam

8	5) District, regional, or BOCES–developed assessments	BMCHSD District created Grade 8 ELA final exam

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.	not needed
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For a highly effective score 86% or more of students in a class must achieve a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An effective score indicates that 65% (score of 8), - 85%(score of 13) of a class achieved a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A developing score indicates that 50% (score of 3), - 64%(score of 7) of a class achieved a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An ineffective score indicates that 0-16% (0) of students in a class- 49% (2) in a class achieved:65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.

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	Not applicable	n/a
5	Not applicable	n/a
6	Not applicable	n/a
7	5) District, regional, or BOCES–developed assessments	BMCHSD District developed Grade 7 Math final exam
8	5) District, regional, or BOCES–developed assessments	BMCHSD District developed Grade 8 Math final exam

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.	not needed
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For a highly effective score 86% or more of students in a class must achieve a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An effective score indicates that 65% (score of 8), - 85%(score of 13) of a class achieved a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A developing score indicates that 50% (score of 3), - 64%(score of 7) of a class achieved a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An ineffective score indicates that 0-16% (0) of students in a class- 49% (2) in a class achieved:65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.

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.

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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	Not applicable	n/a
1	Not applicable	n/a
2	Not applicable	n/a
3	Not applicable	n/a

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.	This is a secondary district 7-12.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	This is a secondary district 7-12.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	This is a secondary district 7-12.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	This is a secondary district 7-12.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	This is a secondary district 7-12.

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	Not applicable	n/a
1	Not applicable	n/a
2	Not applicable	n/a
3	Not applicable	n/a

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

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	Not applicable	n/a
7	5) District, regional, or BOCES–developed assessments	Grade 7 Science BMCHSD District created final exam
8	5) District, regional, or BOCES–developed assessments	Grade 8 Science BMCHSD District created final exam

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.	not needed
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For a highly effective score 86% or more of students in a class must achieve a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An effective score indicates that 65% (score of 9), - 85%(score of 17) of a class achieved a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A developing score indicates that 50% (score of 3), - 64%(score of 8) of a class achieved a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An ineffective score indicates that 0-16% (0) of students in a class- 49% (2) in a class achieved:65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.

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	Not applicable	n/a
7	5) District, regional, or BOCES–developed assessments	BMCHSD District developed Grade 7 Social Studies final exam
8	5) District, regional, or BOCES–developed assessments	BMCHSD District developed Grade 8 Social Studies final exam

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.	not needed
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For a highly effective score 86% or more of students in a class must achieve a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An effective score indicates that 65% (score of 9), - 85%(score of 17) of a class achieved a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A developing score indicates that 50% (score of 3), - 64%(score of 8) of a class achieved a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An ineffective score indicates that 0-16% (0) of students in a class- 49% (2) in a class achieved:65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.

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	5) District, regional, or BOCES–developed assessments	BMCHSD District developed Global 1 Grade 9 final exam
Global 2	7) Student Learning Objectives	Global 2 Grade 10 Regents Exam
American History	7) Student Learning Objectives	American History Grade 11 Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	not needed
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For a highly effective score 86% or more of students in a class must achieve a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An effective score indicates that 65% (score of 9), - 85%(score of 17) of a class achieved a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A developing score indicates that 50% (score of 3), - 64%(score of 8) of a class achieved a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An ineffective score indicates that 0-16% (0) of students in a class- 49% (2) in a class achieved:65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.

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	7) Student Learning Objectives	Living Environment Regents Exam
Earth Science	7) Student Learning Objectives	Earth Science Regents Exam
Chemistry	7) Student Learning Objectives	Chemistry Regents Exam
Physics	7) Student Learning Objectives	Physics Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	not needed
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For a highly effective score 86% or more of students in a class must achieve a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in

	honors.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A developing score indicates that 50% (score of 3), - 64%(score of 8) of a class achieved a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An effective score indicates that 65% (score of 9), - 85%(score of 17) of a class achieved a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An ineffective score indicates that 0-16% (0) of students in a class- 49% (2) in a class achieved:65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.

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	7) Student Learning Objectives	Algebra 1 Regents Exam
Geometry	7) Student Learning Objectives	Geometry Regents Exam
Algebra 2	7) Student Learning Objectives	Algebra 2 Regents Exam

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

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

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.	not needed
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For a highly effective score 86% or more of students in a class must achieve a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An effective score indicates that 65% (score of 9), - 85%(score of 17) of a class achieved a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A developing score indicates that 50% (score of 3), - 64%(score of 8) of a class achieved a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score

	of 70 in honors.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An ineffective score indicates that 0-16% (0) of students in a class- 49% (2) in a class achieved:65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.

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	7) Student Learning Objectives	BMCHSD District created 9th grade ELA final exam
Grade 10 ELA	7) Student Learning Objectives	BMCHSD District created Grade 10 ELA final exam
Grade 11 ELA	7) Student Learning Objectives	English Regents Exam

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

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

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.	not needed
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For a highly effective score 86% or more of students in a class must achieve a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An effective score indicates that 65% (score of 9), - 85%(score of 17) of a class achieved a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A developing score indicates that 50% (score of 3), - 64%(score of 8) of a class achieved a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An ineffective score indicates that 0-16% (0) of students in a class- 49% (2) in a class achieved:65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.

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
Art	7) Student Learning Objectives	BMCHSD developed Middle School and High School Art Grade and Course Specific Performance Based Final Exam
Business	7) Student Learning Objectives	BMCHSD developed High School Business Course and Grade Specific District developed final exam
Family and Consumer Science	7) Student Learning Objectives	High School and Middle School FACS Course and Grade Specific BMCHSD District developed final exam
Health	7) Student Learning Objectives	High School and Middle School Health Course and Grade Specific BMCHSD District developed final exam
Technology	7) Student Learning Objectives	High School and Middle School Technology Course and Grade Specific BMCHSD District developed final exam
Library	7) Student Learning Objectives	High School and Middle School Library Course and Grade Specific BMCHSD District developed final exam
Languages Other Than English	7) Student Learning Objectives	High School and Middle School LOTE Course and Grade Specific BMCHSD District developed final exam
Music	7) Student Learning Objectives	BMCHSD developed Music Grade and Course Specific Middle School and High School Performance Based Assessment
Physical Education	7) Student Learning Objectives	High School and Middle School Physical Education Course and Grade Specific BMCHSD District developed final exam
Reading	7) Student Learning Objectives	BMCHSD developed Middle School Grade and Course Specific Performance Based Assessment
Writing	7) Student Learning Objectives	BMCHSD developed Course and Grade Specific High School and Middle School Performance Based Assessment
Resource Program	7) Student Learning Objectives	BMCHSD Middle and High School Grade and Student Specific Performance Based 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.	not needed

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	For a highly effective score 86% or more of students in a class must achieve a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An effective score indicates that 65% (score of 9), - 85%(score of 17) of a class achieved a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A developing score indicates that 50% (score of 3), - 64%(score of 8) of a class achieved a passing score of: 65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An ineffective score indicates that 0-16% (0) of students in a class- 49% (2) in a class achieved:65 in regents level, a passing score of 55 in collaborative classes and a passing score of 70 in honors.

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/5139/127133-y92vNseFa4/3.13 20% rubric_1.doc

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.

The adjustment being made is for special education students in collaborative classes. Teachers in collaborative will be measured on the number of students passing at the rate of 55% which is comparable to the RCT equivalent. The Honors students will be measured at a 70% passing rate given historical data which indicate these students score higher on exams.

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.

Achievement will be measured by a regents exam or district wide final exam.
51% or more of the total number of students assigned to a teacher in a specific subject will be what the score will be based on. If the percentage of students that equals 51% of the caseload is in more than one subject, multiple measures will be used. In other words the different courses will have different final exams or for example a regents and a final exam.In these cases teachers will get a score for each subject and the scores will be averaged.

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)

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

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]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, 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.

The ratings range from a score of 1-ineffective through highly effective -4 on the rubric for each of four domains were tied to the 60%. The teacher's rating will determine how many points the teacher will receive toward the composite score. The teacher will first be rated according to the
rubric, that rating would determine where the teacher falls in the HEDI categories, and
then the points are applied. For example, a teacher that scores 3.0 on the rubric would
translate to a score in the "effective" range. The teacher would then receive 58 points toward the composite score.

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/5091/127139-eka9yMJ855/Rubric Score to Sub.doc Question 4.5.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.	3.5-4.0 is calculated by averaging the score on all four domains for each evaluation.
Effective: Overall performance and results meet NYS Teaching Standards.	2.5-3.4 is calculated by averaging the score on all four domains for each evaluation.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	1.5-2.4 is calculated by averaging the score on all four domains for each evaluation.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	1.0-1.4 is calculated by averaging the score on all four domains for each evaluation.

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	4
4.6) Observations of Probationary Teachers | Informal/Short	0
4.6) Observations of Probationary Teachers | Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0

Informal/Short	0

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

- In Person

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

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

5. Composite Scoring (Teachers)

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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/5265/127141-Df0w3Xx5v6/TIP FORM.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPR – TEACHER APPEAL OF APPR EVALUATION:

1. Within ten (10) business days of the receipt of a teacher's annual evaluation, the teacher may request, in writing, review by the Superintendent of Schools or his/her designee, provided the designee was not directly involved in the observation or evaluation of the teacher filing the appeal. The basis of the appeal shall be articulated in detail to the Superintendent of Schools or his/her designee.

Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. The evaluated teacher may only challenge the substance of an appeal or the failure to follow the procedural aspects of the APPR. Procedural appeals should be of a substantial nature including but not limited to an allegation that the administration did not follow a TIP, that the required classroom observations were not completed, or miscalculation of a rating. Procedural appeals will be processed through the existing grievance procedure as outlined in the existing collective bargaining agreement.

2. Within ten (10) business days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render a determination, in writing, as to the disposition of the appeal. The determination of the Superintendent of Schools, or his/her designee, shall be final and shall not be grievable, arbitable, nor reviewable in any other forum, other than a proceeding under Section 3020-a of the Education Law.

3. Overall performance ratings of "ineffective" or "developing" on the annual evaluation are the only ratings subject to appeal. Teachers who receive a rating of "highly effective" or "effective" shall not be permitted to appeal their rating.

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.

During the 11-12 school year the Assistant Superintendents of Personnel and Curriculum and Instruction completed the Module Trainings provided by BOCES. Turnkey training was provided by the Assistant Superintendents as they were certified in each area as indicated below. For the 12-13 school year Principals will attend the BOCES Module Trainings while assistant principals, directors and chairs will continue to be turnkey trained in District. Each session was 2-2.5 hours in duration as they will be this year. Meetings were and generally will be held on a monthly basis.

For Lead Evaluators of Teachers BOCES Modular Trainings will continue as well as turn-key training by the Assistant Superintendents once trained at BOCES. Callibration for inter-rater reliability will be attained through My Learning Plan Module Trainings. Tapes will be on-line and administrators will complete observations and be compared to expert evaluators. Tapes will be attained through ASCD. Lead Evaluators will be expected to complete five hours of module training for the school year.

10/5/2011
APPR Meeting Principals, chairs, teachers, assistant principals, directors
TIP Form and Procedure
Reviewed Danielson Rubric
New York State Teaching Standards
Danielson Framework for Teaching
The Evaluation Process

10/12/11
Directors
Intoduction of Danielson Rubric
Review New York State Teacher Standards
Global 9 Video Lesson
3b& 3c Domains

10/21/11
HS Principals
Reviewed APPR Process
Intoduction of Danielson Rubric/Framework
Review New York State Teacher Standards
Global 9 Video Lesson
3b & 3c Domains

10/25/11
Assistant Principals
Intoduction of Danielson Rubric
Review New York State Teacher Standards
Danielson Rubric/Framework

Evidence or Opinion
Global 9 Video Lesson
Domains 3b & 3c

10/27/11
Directors
Danielson Rubric/Framework
Evidence or Opinion
Global 9 Video Lesson
Domain 2

10/28/11
Department Chairs
Danielson Rubric/Framework
Evidence or Opinion
Global 9 Video Lesson
Domains 3b & 3c

11/04/11
Math Chairs
Grade 6 Math
Domains 3b, 3c, 3d

11/10/11
English Chairs
Global 9 Video Lesson
Domain 2

11/17/11
HS Principals & J. Lenson
Global 9 Video Lesson
Domain 2

11/18/11
Directors
Grade 6 Math Video Lesson
Domain 3

11/18/11
LOTE Chairs
Global 9 Video Lesson
Domain 2

12/01/11
Assistant Principals
Global 9 Video Lesson
Domain 2

12/02/11
Department Chairs
Danielson Rubric
Grade 6 Math Video Lesson
Domain 2

12/14/11
Directors
Pre-observation
Post-observation Video Lesson
Domain 1

12/16/11

Social Studies Chairs
Global 9 Video Lesson
Domain 2

12/16/11
English Chairs
Grade 6 Math Video Lesson
Domain 2

12/21/11
Principals
Grade 6 Math Video Lesson
Domain 3

1/05/12
Assistant Principals
Grade 6 Math Video Lesson
Domain 3

1/06/12
Department Chairs
Grade 8 SS Video Lesson
Domain 3

1/12/12
Math Chairs
Grade 6 Math Video Lesson
Domain 1

1/12/12
Science Chairs
Grade 6 Math Video Lesson
Domain 1

1/20/12
Social Studies & Eng. Chairs
Grade 8 SS Video Lesson
Domain 1
Inter rater-reliability

1/25/12
Principals
SLO's Implementation
Grade 8 SS Video Lesson
Domains 2 & 3

1/31/12
LOTE
Grade 8 SS Video Lesson
Domain 1

2/03/12
Dept. Chairs & Directors
Grade 11 Math Video Lesson
Domains 2 & 3
Inter-rater reliability

2/13/2012
Administrative Team Meeting
SLO Review
APPR Chair assignments and observation

3/12/2012
Administrative Team Meeting
MLP/ OASYS

3/14/12
Assistant Principals
HS Math Video Lesson
Domains 2 & 3

3/19/12
APPR Meeting
Principals, directors, assistant principals, teachers
Final TIP Review
SLO Implementation

3/22/2012
Review of 92 page State Education APPR Guidance Document
SLO Framework

4/2/2012
Administrative Team Meeting
Directors, Principals and Assistant Superintendents
APPR

4/20/12
Department Chairs
HS Science Video Lesson
Domains 2 & 3

4/30/2012
Principas, Assistant Principals, Chairs
APPR Meeting
Final Scoring
APPR document

5/2/12
Principals & Directors
HS Science Video Lesson
Domains 2 & 3
Inter-rater reliability

5/9/12
Assistant Principals
HS Science Video Lesson
Domains 2 & 3

5/16/2012
APPR final scoring

5/18/12
Department Chairs
HS English Video Lesson
Domains 2 & 3

5/30/2012
APPR
Principals, Assistant Principals, Chairs
OASYS
Evaluation Scoring HEDI bands

SLO's

5/31/2012
Principals Meeting
Evaluation Scoring
OASYS training
SLO trianing

6/1/2012
Department Chairs
Evaluation Scoring
OASYS training
SLO training

6/15/2012
Principals
SLO development and Implementation

The re-certifying of evaluators will follow the same schedule. Monthly Department Chair, Principal, Administartive Team Meetings and Directors Meetings will be used for Professional Development. The Professional Development will include:

-The 9 Elements of Training will be used as the model for topics. Turn-key training will be conducted by the Assistant Superinttendents for Personnel and Curriculum, Instruction & Assessment.
- All principals will attend Modular Training at BOCES next year.
-The District is also researching a program on My Learning Plan that focuses on inter-rater reliability. Each administrator will be expected to complete 5 hours of training on the program for the year to become certified or re-certified.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, May 09, 2012
Updated Thursday, September 13, 2012

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

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

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

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

7-8
9-12
(No response)
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth | Assure that the value-added growth score 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.

n/a

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://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, May 09, 2012
Updated Thursday, September 13, 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
	7-8	(a) achievement on State assessments	7 & 8th Grade ELA State Assessment
	9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4 Year Graduation rates compared to 4 Year New York State graduation rates

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The percentage of 7th and 8th grade students scoring proficiency or better on the State Assessments. The percentage of students that graduate in BMCHSD in 4 years will be the measure. The score will be based on the percent that graduate with a 4 Year Regents Diploma. The New York State 4 year graduation rate was the comparison in developing the rating.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The number to the left is the percentage of students that have graduated with a regents diploma in 4 years. Highly Effective (14-15 points) (86-93) 86 = 14 (94-100) 94 = 15
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The number to the left is the percentage of students that have graduated with a regents diploma in 4 years. Effective (8-13 points) (65-66) 65= 8

	(67-69) 67 = 9 (70-72) 70 =10 (73-76) 73= 11 (77-80) 77 = 12 (81-85) 81 = 13
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The number to the left is the percentage of students that have graduated with a regents diploma in 4 years. Developing (3-7 points) (50-52) 50 = 3 (53-55) 53= 4 (56-58) 56 = 5 (59-61) 59 = 6 (62-64) 62= 7
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The number to the left is the percentage of students that have graduated with a regents diploma in 4 years. Ineffective (0-2 points) (0-16) 0 = 0 (17-33) 17 = 1 (34-49) 34 = 2

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/5366/127144-qBFVOWF7fC/8.1 15% rubric for Principal achievement.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.

n/a

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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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.

Marshall's Principal Evaluation 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:

n/a

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(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 60% scores were tied to an average rubric score from 1-4. The principal's rating will determine how many points the principal will receive toward the composite score. The principal should first be rated according to the rubric, that rating would determine where the principal falls in the HEDI categories, andwhen the points are applied. For example, a principal that scores 3.0 on the Marshall Rubric would be given a score in the "effective" range. The principal would then receive 58 points toward the composite score.

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/5143/127146-pMADJ4gk6R/HEDI Band Conversion Chart for Observations 1-4.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.	The Highly Effective level 59-60 is reserved for outstanding leadership as described by demanding criteria as described in the Marshall Rubric (August 21,2011).
Effective: Overall performance and results meet standards.	The Effective Level 57-58 describes solid, consistent, expected professional performance. Administartors should be pleased with this score as described in the Marshall Rubric (August 21,2011).
Developing: Overall performance and results need improvement in order to meet standards.	50-56 indicates that performance has deficiencies that must improve (Marshall Rubric August 21,2011).
Ineffective: Overall performance and results do not meet standards.	0-49 this level is unacceptable and will lead to dismissal (Marshall Rubric August 21,2011) if there is no improvement following the application of a PIP as described in the plan.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

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, August 21, 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	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

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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/5276/127150-Df0w3Xx5v6/11.2 pip form.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:

ADMINISTRATOR APPEAL OF EVALUATION:

1. The annual Superintendent's evaluation shall be sent to the Building Principal for review.

2. Within ten (10) business days of the receipt of a building Principal's annual evaluation from the Superintendent of Schools, the administrator may appeal the evaluation, in writing, to the Superintendent of Schools or his/her designee.

3. The appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. As set forth in Section 3012-c of the Education Law, the evaluated administrator may only challenge:

• the substance of the annual professional performance review;
• the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;
• the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and
• the school district's issuance and/or implementation of the terms of the administrator's improvement plan.

4. Within ten (10) business days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render a final and binding determination, in writing, respecting the appeal.

5. The determination of the Superintendent of Schools or his/her designee may be submitted at the election of the administrator to a subsequent appeal to a retired Central Office/School Building Administrator from a mutually selected list of retired Central Office/School Building Administrators. Such subsequent appeal may only be made within 5 business days of receipt of the Superintendent of School's determination. The retired Central Office/School Building Administrator shall meet with both parties to gather and review evidence. The retired Central Office/Building Administrator shall issue a determination within 10 business days of receipt of the appeal. The subsequent appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools and shall include all supporting documentation. Failure to articulate a particular basis for the appeal in the aforesaid subsequent appeal writing shall be deemed a waiver of that claim.

6. Performance ratings of "ineffective" and "developing" are the only ratings subject to appeal, or subsequent appeal. Administrators who receive a rating of "highly effective" or "effective" shall not be permitted to appeal their rating.

7. "Business days" shall include the summer recess period.

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.

The Superintendent attended Marshall Principal Evaluation training and was also trained through BOCES Modular Trainings during the 2011-2012 school year. Marshall Trainings when available locally and the BOCES Modular trainings will continue to be used for re-certification throughout the 2012-13 school year.

For Lead Evaluators of Teachers BOCES Modular Trainings will continue as well as turn-key training by the Assistant Superintendents once trained at BOCES. Callibration for inter-rater reliability will be attained through My Learning Plan Module Trainings. Tapes will be on-line and administrators will complete observations and be compared to expert evaluators. Tapes will be attained through ASCD. Lead Evaluators will be expected to complete five hours of module training for the school year.

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 Wednesday, May 09, 2012
Updated Wednesday, September 19, 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/5581/127152-3Uqgn5g9Iu/FINAL SIGNATURES APPR 2012 (2).pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

2.11 – 20% **RUBRIC FOR GROWTH SCORE**

TEACHER/PRINCIPAL

Highly Effective (18-20 points)	Effective (9-17 points)	Developing (3-8 points)	Ineffective (0-2 points)
(86-90) 86=18 (91-94) 91 = 19 (95-100) 95=20	(65-66) 65=9 (67-68) 67=10 (69-70) 69=11 (71-72) 71=12 (73-74) 73=13 (75-76) 75=14 (77-79) 77=15 (80-82) 80=16 (83-85) 83=17	(50-53) 50=3 (54-56) 54=4 (57-58) 57=5 (59-61) 59=6 (62-63) 62=7 64 =8	(0-16) 0=0 (17-33) 17=1 (34-49) 34=2

The number on the left indicates the percentage of students in a class that attained the target identified on the Student Learning Objective.

Rubric Score to Sub-Component Conversion Chart
Total Average Rubric Score Category Conversion score for composite

APPR APPLICATION QUESTION 4.5
Ineffective 0-49
1.000 = 0
1.008 = 1
1.017 = 2
1.025 =3
1.033= 4
1.042= 5
1.050= 6
1.058 =7
1.067= 8
1.075 =9
1.083 =10
1.092 =11
1.100 =12
1.108= 13
1.115 =14
1.123= 15
1.131 =16
1.138= 17
1.146 =18
1.154=19
1.162= 20
1.169= 21
1.177=22
1.185 =23
1.192= 24
1.200 =25
1.208= 26
1.217 =27
1.225=28

1.233 =29
1.242 =30
1.250 =31
1.258= 32
1.267 =33
1.275 =34
1.283 =35
1.292 =36
1.300 =37
1.308= 38
1.317 =39
1.325= 40
1.333= 41
1.342 =42
1.350 =43
1.358 =44
1.367 =45
1.375= 46
1.383 =47
1.392= 48
1.400= 49

Developing 50-56

1.5=50
1.6 =50.7
1.7 =51.4
1.8 =52.1
1.9= 52.8
2= 53.5
2.1= 54.2
2.2= 54.9
2.3= 55.6
2.4 =56.3

Effective 57-58

2.5= 57
2.6 =57.2

2.7 =57.4
2.8 =57.6
2.9 =57.8
3 =58
3.1= 58.2
3.2= 58.4
3.3= 58.6
3.4= 58.8
Highly Effective 59-60
3.5= 59
3.6= 59.3
3.7=59.5
3.8= 59.8
3.9= 60
4 =60.25 (round to 60)

Bellmore-Merrick Central High School District
Teacher Improvement Plan

NAME _____TENURE_____ Non-TENURE_____

SCHOOL YEAR _____ SCHOOL _____

DEPARTMENT _____SUPERVISOR _____

PRINCIPAL _____

I. AREAS IN NEED OF IMPROVEMENT

II. RESOURCES TO SUPPORT IMPROVEMENT/EVIDENCE NEEDED TO DEMONSTARTE IMPROVEMENT

III. EVIDENCE NEEDED TO DEMONSTRATE IMPROVEMENT

IV. MANNER IN WHICH IMPROVEMENT WILL BE ASSESSED

V. TIMELINE

TEACHER_____

SUPERVISOR_____ _____

PRINCIPAL_____

Date _____

11.2 – Form -Bellmore-Merrick Central High School District Principal Improvement Plan

NAME _____TENURE_____ Non-TENURE_____

SCHOOL YEAR _____ SCHOOL _____

DEPARTMENT _____ SUPERVISOR _____

PRINCIPAL _____

I. AREAS IN NEED OF IMPROVEMENT

II. RESOURCES TO SUPPORT IMPROVEMENT/EVIDENCE NEEDED TO DEMONSTARTE IMPROVEMENT

III. EVIDENCE NEEDED TO DEMONSTRATE IMPROVEMENT

IV. MANNER IN WHICH IMPROVEMENT WILL BE ASSESSED

V. TIMELINE

PRINCIPAL_____

SUPERINTENDENT/DESIGNEE_____ _____

Date _____

HEDI Band Conversion Chart for Observations

HEDI Rating	Score	Conversion
Highly Effective	3.5-4.0	59-60
Effective	2.5-3.4	57-58
Developing	1.5-2.4	50-56
Ineffective	1.0-1.4	0-49

3.3 – 15 % RUBRIC FOR TEACHER and PRINCIPAL ACHIEVEMENT SCORE
15% of APPR Based on Final Exams as Local Assessment

Highly Effective (14-15 points)	**Effective (8-13 points)**	**Developing (3-7 points)**	**Ineffective (0-2 points)**
(86-93) 86 = 14 (94-100) 94 = 15	(65-66) 65= 8 (67-69) 67 = 9 (70-72) 70 =10 (73-76) 73= 11 (77-80) 77 = 12 (81-85) 81 = 13	(50-52) 50 = 3 (53-55) 53= 4 (56-58) 56 = 5 (59-61) 59 = 6 (62-64) 62= 7	(0-16) 0 = 0 (17-33) 17 = 1 (34-49) 34 = 2

For regular students the percentage of students passing with a 65 in a Regents class is given the score indicated.

For advanced students the percentage of students passing with a 70 in an advanced class is given the score indicated.

For collaborative students the percentage of students passing with a 55 in a collaborative class is given the score indicated.

3.13 – 20% RUBRIC FOR TEACHER/PRINCIPAL ACHIEVEMENT SCORE

(20% of APPR Based on Final Exams as Local Assessment)

Highly Effective (18-20 points)	Effective (9-17 points)	Developing (3-8 points)	Ineffective (0-2 points)
(86-90) 86=18	(65-66) 65=9	(50-53) 50=3	(0-16) 0=0
(91-94) 91 = 19	(67-68) 67=10	(54-56) 54=4	(17-33) 17=1
(95-100) 95=20	(69-70) 69=11	(57-58) 57=5	(34-49) 34=2
	(71-72) 71=12	(59-61) 59=6	
	(73-74) 73=13	(62-63) 62=7	
	(75-76) 75=14	64 =8	
	(77-79) 77=15		
	(80-82) 80=16		
	(83-85) 83=17		

The number range on the left refers to the % of students receiving 55 or more on the final exam.
The number range on the left refers to the % of students receiving 65 or more on the final exam.
The number range on the left refers to the % of students receiving 70 or more on the final exam.

8.1 – 15% RUBRIC FOR PRINCIPAL ACHIEVEMENT LOCAL MEASURE 15% SCORE-for Four Year Regents Diploma Rate and proficiency on State Assessments

Highly Effective (14-15 points)	**Effective (8-13 points)**	**Developing (3-7 points)**	**Ineffective (0-2 points)**
(86-93) 86 = 14 (94-100) 94 = 15	(65-66) 65= 8 (67-69) 67 = 9 (70-72) 70 =10 (73-76) 73= 11 (77-80) 77 = 12 (81-85) 81 = 13	(50-52) 50 = 3 (53-55) 53= 4 (56-58) 56 = 5 (59-61) 59 = 6 (62-64) 62= 7	(0-16) 0 = 0 (17-33) 17 = 1 (34-49) 34 = 2

For High School, the target is attaining a higher percentage than the New York State 4 Year Graduation Rate. If 93 % of students in the graduating class meet the Principal's target then he achieves a score of 14.

For middle school (7th and 8th grade), the target is attaining a percentage of students scoring proficiency or better on the State Assessment.

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:

9/19/2012

Teachers Union President Signature: Date:

9/19/2012

Administrative Union President Signature: Date:

9/19/2012

Board of Education President Signature: Date:

9/19/2012