



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

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

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

January 10, 2013

William J. Stark, Superintendent
Blind Brook-Rye Union Free School District
390 North Ridge Road
Rye Brook, NY 10573

Dear Superintendent Stark:

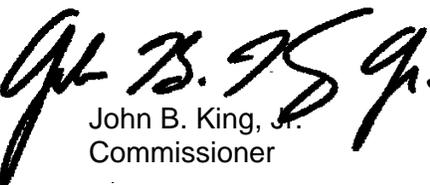
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: James T. Langlois

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

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

Annual Professional Performance Reviews: 2012-13

Created Friday, June 22, 2012

Updated Wednesday, November 28, 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 : 661905020000

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

661905020000

1.2) School District Name: BLIND BROOK-RYE UFSD

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

BLIND BROOK-RYE UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Friday, June 22, 2012

Updated Tuesday, January 08, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

| | ELA | Assessment |
|---|---|---|
| K | District, regional, or BOCES-developed assessment | Blind Brook-Rye UFSD-developed Grade K ELA Assessment |
| 1 | District, regional, or BOCES-developed assessment | Blind Brook-Rye UFSD-developed Grade 1 ELA Assessment |
| 2 | District, regional, or BOCES-developed assessment | Blind Brook-Rye UFSD-developed Grade 2 ELA Assessment |
| | ELA | Assessment |
| 3 | State assessment | 3rd Grade State Assessment |

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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. | Teams of teachers at each grade level will develop SLOs that will be approved by the principal. They will administer pre-assessments and set targets for student performance as measured by a post-assessment. The grade level teams will calculate the percentage of students who meet the growth targets. That percentage will be converted to HEDI bands (see chart) |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | If 90% or more students on a teacher's roster achieve the defined targets, the teacher will be rated Highly Effective. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | If 75-89% of students on a teacher's roster achieve the defined targets, the teacher will be rated Effective. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | If 65-74% of students on a teacher's roster achieve the defined targets, the teacher will be rated Developing. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | If 0-64% of students on a teacher's roster achieve the defined targets, the teacher will be rated Ineffective. |

2.3) Grades K-3 Math

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

| | Math | Assessment |
|---|---|--|
| K | District, regional, or BOCES-developed assessment | Blind Brook-Rye UFSD-developed Grade K Math Assessment |
| 1 | District, regional, or BOCES-developed assessment | Blind Brook-Rye UFSD-developed Grade 1 Math Assessment |
| 2 | District, regional, or BOCES-developed assessment | Blind Brook-Rye UFSD-developed Grade 2 Math Assessment |
| 3 | State assessment | 3rd Grade State Assessment |

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Teams of teachers at each grade level will develop SLOs that will be approved by the principal. They will administer pre-assessments and set targets for student performance as measured by a post-assessment. The grade level teams will calculate the percentage of students who meet the growth targets. That percentage will be converted to HEDI bands (see chart). |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | If 90% or more students on a teacher's roster reach targets, the teacher will be rated Highly Effective. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | If 75-89% of students on a teacher's roster achieve the defined targets, the teacher will be rated Effective. |

| | |
|--|--|
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | If 65-74% of students on a teacher's roster achieve the defined targets, the teacher will be rated Developing. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | If 0-64% of students on a teacher's roster achieve the defined targets, the teacher will be rated Ineffective. |

2.4) Grades 6-8 Science

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

| | Science | Assessment |
|---|--|---|
| 6 | District, regional or BOCES-developed assessment | Blind Brook-Rye UFSD-developed Grade 6 Science Assessment |
| 7 | District, regional or BOCES-developed assessment | Blind Brook-Rye UFSD-developed Grade 7 Science Assessment |
| | Science | Assessment |
| 8 | State assessment | 8th Grade State Science Assessment |

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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. | Teams of science teachers at each grade level will develop SLOs that will be approved by the principal. They will administer pre-assessments and set targets for student performance as measured by a post-assessment. The grade level teams will calculate the percentage of students who meet the growth targets. That percentage will be converted to HEDI bands (see chart.) The pre- and post-assessments for 6th and 7th grade students will be locally developed, while the post-assessment for 8th grade students will be the 8th grade science assessment. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | If 90% or more students on a teacher's roster reach targets, the teacher will be rated Highly Effective. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | If 75-89% of students on a teacher's roster achieve the defined targets, the teacher will be rated Effective. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | If 65-74% of students on a teacher's roster achieve the defined targets, the teacher will be rated Developing. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | If 0-64% of students on a teacher's roster achieve the defined targets, the teacher will be rated Ineffective. |

2.5) Grades 6-8 Social Studies

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

| | Social Studies | Assessment |
|---|--|--|
| 6 | District, regional or BOCES-developed assessment | Blind Brook-Rye UFSD-developed Grade 6 Social Studies Assessment |
| 7 | District, regional or BOCES-developed assessment | Blind Brook-Rye UFSD-developed Grade 7 Social Studies Assessment |
| 8 | District, regional or BOCES-developed assessment | Blind Brook-Rye UFSD-developed Grade 8 Social Studies Assessment |

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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. | Teams of science teachers at each grade level will develop SLOs that will be approved by the principal. They will administer pre-assessments and set targets for student performance as measured by a post-assessment. The grade level teams will calculate the percentage of students who meet the growth targets. That percentage will be converted to HEDI bands. (See 2.11 below) |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | If 90% or more students on a teacher's roster reach targets, the teacher will be rated Highly Effective. |
| Effective (9 - 17 points) Results meet District goals for similar students. | If 75-89% of students on a teacher's roster achieve the defined targets, the teacher will be rated Effective. |
| Developing (3 - 8 points) Results are below District goals for similar students. | If 65-74% of students on a teacher's roster achieve the defined targets, the teacher will be rated Developing. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | If 0-64% of students on a teacher's roster achieve the defined targets, the teacher will be rated Ineffective. |

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 | Blind Brook-Rye UFSD-developed Grade 9 Global 1 Assessment |

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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. | Teams of social studies teachers at each grade level and subject area will develop SLOs that will be approved by the principal. They will administer pre-assessments and set targets for student performance as measured by a post-assessment which will be either a locally developed district assessment or the appropriate Regents exam. The subject area teams will calculate the percentage of students who meet the growth targets. That percentage will be converted to HEDI bands (see chart.) See 2.11 below. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | If 90% or more of the students on a teacher's roster meet the targets, the teacher will be rated Highly Effective. |
| Effective (9 - 17 points) Results meet District goals for similar students. | If 75 - 89% of students on the teacher's roster meet the targets, the teacher will be rated Effective. |
| Developing (3 - 8 points) Results are below District goals for similar students. | If 65-74% of the students on a teacher's roster meet the targets, the teacher will be rated Developing. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | If 64% or fewer of students on the teacher's roster meet the targets, the teacher will be rated Ineffective. |

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. | Teams of science teachers at each grade level will develop SLOs that will be approved by the principal. They will administer pre-assessments and set targets for student performance as measured by a post-assessment. The grade level teams will calculate the percentage of students who meet the growth targets. That percentage will be converted to HEDI bands. (See 2.11 below) |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | If 90% or more of the students on a teacher's roster meet the targets, the teacher will be rated Highly Effective. |
| Effective (9 - 17 points) Results meet District goals for similar students. | If 75 - 89% of students on the teacher's roster meet the targets, the teacher will be rated Effective. |
| Developing (3 - 8 points) Results are below District goals for similar students. | If 65-74% of the students on a teacher's roster meet the targets, the teacher will be rated Developing. |

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

If 64% or fewer of students on the teacher's roster meet the targets, the teacher will be rated Ineffective.

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.

Teams of mathematics teachers for each course will develop SLOs that will be approved by the principal. They will administer pre-assessments and set targets for student performance as measured by a post-assessment which will be the appropriate Regents exam. The subject area teams will calculate the percentage of students who meet the growth targets. That percentage will be converted to HEDI bands. See 2.11 below.

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

If the students on a teacher's roster earn 90 or above on the Regents exam, the teacher will be rated Highly Effective.

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

If the students on a teacher's roster earn an average 75-89 on the Regents exam, the teacher will be rated Effective.

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

If the students on a teacher's roster earn an average 65-74 on the Regents exam, the teacher will be rated Developing.

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

If the students on a teacher's roster earn 64 or below on the Regents exam, the teacher will be rated Developing.

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 |
|-----------------------------|------------|
|-----------------------------|------------|

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Teachers of particular courses will develop SLOs that will be approved by the principal. They will administer pre-assessments and set targets for student performance as measured by a post-assessment. The pre- and post-assessments will be locally developed. The teachers will calculate the percentage of students who meet the growth targets based on improvement between the pre- and post-assessment. That percentage will be converted to HEDI bands. See 2.11 below |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | If 90% or more students reach the defined target, the teacher will be rated Highly Effective |
| Effective (9 - 17 points) Results meet District goals for similar students. | If 75-89% of students reach the defined target, the teacher will be rated Effective. |
| Developing (3 - 8 points) Results are below District goals for similar students. | If 65-74 of students reach the defined target, the teacher will be rated Developing |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | If 0-64% of students reach the defined target, the teacher will be rated Ineffective. |

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/5364/145015-TXEttx9bQW/HEDI Scores for SLOs 20%_1.docx

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher

with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Sunday, September 30, 2012

Updated Wednesday, January 09, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

.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 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |
| 5 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |

| | | |
|---|---|---|
| 6 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |
| 7 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |
| 8 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |

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. | All teachers in grades K-8 will assess their students using the Star Reading Enterprise assessment before September 30th and will administer the same assessment at the end of the year. Grade level teams will set targets for students by grade. Students' growth on the STAR Reading assessment will be used as the grade-level score local measure. Teachers who teach students in multiple grade levels will use a weighted average of their students' performance to determine targets. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | If 90% or more of students reach targets, teachers in that grade level will be rated Highly Effective. |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | If 75-89% of students reach targets, teachers in that grade-level will be rated Effective. |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | If 65-74% of students reach targets, teachers in that grade-level will be rated Developing. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 0-64% of students reach targets, teachers in that grade-level will be rated Ineffective. |

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 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |
| 5 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |
| 6 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |

| | | |
|---|---|---|
| 7 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |
| 8 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |

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. | All teachers in grades K-8 will assess their students using the Star Reading Enterprise assessment before September 30th and will administer the same assessment at the end of the year. Grade level teams will set targets for students by grade. Students' growth on the STAR Reading assessment will be used as the grade-level score local measure. Teachers who teach students in multiple grade levels will use a weighted average of their students' performance to determine targets. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | If 90% or more of students reach targets, teachers in that grade level will be rated Highly Effective. |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | If 75-89% of students reach targets, teachers in that grade-level will be rated Effective. |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | If 65-74% of students reach targets, teachers in that grade-level will be rated Developing. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 0-64% of students reach targets, teachers in that grade-level will be rated Ineffective. |

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/184285-rhJdBgDruP/HEDI Band 15% 9 january 2013.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

| Locally-Selected Measure from List of Approved Measures | Assessment |
|---|------------|
|---|------------|

| | | |
|---|---|---|
| K | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |
| 1 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |
| 2 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |
| 3 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |

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. | All teachers in grades K-8 will assess their students using the Star Reading Enterprise assessment before September 30th and will administer the same assessment at the end of the year. Grade level teams will set targets for students by grade. Students' growth on the STAR Reading assessment will be used as the grade-level score local measure. Teachers who teach students in multiple grade levels will use a weighted average of their students' performance to determine targets. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | If 90% or more of students reach targets, teachers in that grade level will be rated Highly Effective. |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | If 75-89% of students reach targets, teachers in that grade-level will be rated Effective. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | If 65-74% of students reach targets, teachers in that grade-level will be rated Developing. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 0-64% of students reach targets, teachers in that grade-level will be rated Ineffective. |

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 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |
| 1 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |

| | | |
|---|---|---|
| 2 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |
| 3 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |

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. | All teachers in grades K-8 will assess their students using the Star Reading Enterprise assessment before September 30th and will administer the same assessment at the end of the year. Grade level teams will set targets for students by grade. Students' growth on the STAR Reading assessment will be used as the grade-level score local measure. Teachers who teach students in multiple grade levels will use a weighted average of their students' performance to determine targets. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | If 90% or more of students reach targets, teachers in that grade level will be rated Highly Effective. |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | If 75-89% of students reach targets, teachers in that grade-level will be rated Effective. |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject. | If 65-74% of students reach targets, teachers in that grade-level will be rated Developing. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 0-64% of students reach targets, teachers in that grade-level will be rated Ineffective. |

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 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |
| 7 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |
| 8 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |

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. | All teachers in grades K-8 will assess their students using the Star Reading Enterprise assessment before September 30th and will administer the same assessment at the end of the year. Grade level teams will set targets for students by grade. Students' growth on the STAR Reading assessment will be used as the grade-level score local measure. Teachers who teach students in multiple grade levels will use a weighted average of their students' performance to determine targets. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | If 90% or more of students reach targets, teachers in that grade level will be rated Highly Effective. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | If 75-89% of students reach targets, teachers in that grade-level will be rated Effective. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | If 65-74% of students reach targets, teachers in that grade-level will be rated Developing. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 0-64% of students reach targets, teachers in that grade-level will be rated Ineffective. |

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 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |
| 7 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |
| 8 | 4) State-approved 3rd party assessments | STAR Reading Enterprise, Renaissance Learning, Inc. |

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. | All teachers in grades K-8 will assess their students using the Star Reading Enterprise assessment before September 30th and will administer the same assessment at the end of the year. Grade level teams will set targets |
|---|---|

for students by grade. Students' growth on the STAR Reading assessment will be used as the grade-level score local measure. Teachers who teach students in multiple grade levels will use a weighted average of their students' performance to determine targets.

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

If 90% or more of students reach targets, teachers in that grade level will be rated Highly Effective.

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

If 75-89% of students reach targets, teachers in that grade-level will be rated Effective.

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

If 65-74% of students reach targets, teachers in that grade-level will be rated Developing.

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

0-64% of students reach targets, teachers in that grade-level will be rated Ineffective.

3.8) High School Social Studies

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|------------------|---|--|
| Global 1 | 6(ii) School wide measure computed locally | Blind Brook-Rye District-Developed Global 1 Midyear Exam |
| Global 2 | 6(ii) School wide measure computed locally | Blind Brook-Rye District-Developed Global 2 Midyear Exam |
| American History | 6(ii) School wide measure computed locally | Blind Brook-Rye District-Developed American History Midyear 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.

All high school teachers will use student achievement results on the objective portion of the Blind Brook-Rye District developed subject area midyear assessment as their local measure. Teachers will set targets for student achievement and HEDI scores will be determined by percentage of students meeting targets as outlined below.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or

Based on the objective portion of the subject-area mid-year examination, if 90% or more students meet their

| | |
|--|---|
| achievement for grade/subject. | targets, the teacher will earn a rating of "Highly Effective." |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Based on the objective portion of the subject-area mid-year examination, if 75-89% of students meet their targets, the teacher will earn a rating of "Effective." |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Based on the objective portion of the subject-area mid-year examination, if 65-74% of students meet their targets, the teacher will earn a rating of "Developing." |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Based on the objective portion of the subject area mid-year examination, if fewer than 65% of students meet their targets, the teacher will earn a rating of "Ineffective." |

3.9) High School Science

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|--------------------|---|--|
| Living Environment | 6(ii) School wide measure computed locally | Blind Brook-Rye District-Developed Living Environment Midyear Exam |
| Earth Science | 6(ii) School wide measure computed locally | Blind Brook-Rye District-Developed Earth Science Midyear Exam |
| Chemistry | 6(ii) School wide measure computed locally | Blind Brook-Rye District-Developed Chemistry Midyear Exam |
| Physics | 6(ii) School wide measure computed locally | Blind Brook-Rye District-Developed Physics Midyear 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. | All high school teachers will use student achievement results on the objective portion of the Blind Brook-Rye District developed subject area midyear assessment as their local measure. Teachers will set targets for student achievement and HEDI scores will be determined by percentage of students meeting targets as outlined below. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Based on the objective portion of the subject-area mid-year examination, if 90% or more students meet their targets, the teacher will earn a rating of "Highly Effective." |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Based on the objective portion of the subject-area mid-year examination, if 75-89% of students meet their targets, the teacher will earn a rating of "Effective." |

| | |
|--|---|
| Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Based on the objective portion of the subject-area mid-year examination, if 65-74% of students meet their targets, the teacher will earn a rating of "Developing." |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Based on the objective portion of the subject area mid-year examination, if fewer than 65% of students meet their targets, the teacher will earn a rating of "Ineffective." |

3.10) High School Math

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|-----------|---|---|
| Algebra 1 | 6(ii) School wide measure computed locally | Blind Brook-Rye District-Developed Algebra 1 Midyear Exam |
| Geometry | 6(ii) School wide measure computed locally | Blind Brook-Rye District-Developed Geometry Midyear Exam |
| Algebra 2 | 6(ii) School wide measure computed locally | Blind Brook-Rye District-Developed Algebra 2 Midyear 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. | All high school teachers will use student achievement results on the objective portion of the Blind Brook-Rye District developed subject area midyear assessment as their local measure. Teachers will set targets for student achievement and HEDI scores will be determined by percentage of students meeting targets as outlined below |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Based on the objective portion of the subject-area mid-year examination, if 90% or more students meet their targets, the teacher will earn a rating of "Highly Effective." |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Based on the objective portion of the subject-area mid-year examination, if 75-89% of students meet their targets, the teacher will earn a rating of "Effective." |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Based on the objective portion of the subject-area mid-year examination, if 65-74% of students meet their targets, the teacher will earn a rating of "Developing." |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Based on the objective portion of the subject area mid-year examination, if fewer than 65% of students meet their targets, the teacher will earn a rating of "Ineffective." |

3.11) High School English Language Arts

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|--------------|---|--|
| Grade 9 ELA | 6(ii) School wide measure computed locally | Blind Brook-Rye District-Developed Grade 9 ELA Midyear Exam |
| Grade 10 ELA | 6(ii) School wide measure computed locally | Blind Brook-Rye District-Developed Grade 10 ELA Midyear Exam |
| Grade 11 ELA | 6(ii) School wide measure computed locally | Blind Brook-Rye District-Developed Grade 11 ELA Final 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. | All high school teachers (except for teachers of English 11) will use student achievement results on the objective portion of the Blind Brook-Rye District developed subject area midyear assessment as their local measure. (Teachers of English 11 will use the objective portion of the locally developed Final exam.) Teachers will set targets for student achievement and HEDI scores will be determined by percentage of students meeting targets as outlined below. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Based on the objective portion of the subject-area mid-year examination (final exam in grade 11), if 90% or more students meet their targets, the teacher will earn a rating of "Highly Effective." |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Based on the objective portion of the subject-area mid-year examination (final exam in grade 11), if 75-89% of students meet their targets, the teacher will earn a rating of "Effective." |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Based on the objective portion of the subject-area mid-year examination (final exam in grade 11), if 65-74% of students meet their targets, the teacher will earn a rating of "Developing." |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Based on the objective portion of the subject area mid-year examination (final exam in grade 11), if fewer than 65% of students meet their targets, the teacher will earn a rating of "Ineffective." |

3.12) All Other Courses

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/5139/184285-y92vNseFa4/HEDI Scores for Local 20%.docx

3.14) Locally Developed Controls

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

(No response)

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.

Scores will be averaged base on the percentage of students in each group, weighed proportionately.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, October 08, 2012

Updated Wednesday, January 09, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (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.

*Administrators will rate all domains of the Danielson Rubric, and all NYS Teaching standards not addressed in classroom observations will be assessed at least once/year. The total number of points in each observation will total 60, and include points in all subcomponents and domains weighted as follows:
 Domain 1 - Planning Preparation 25% (15 points)
 Domain 2 - The Classroom Environment 24% (14.4 points)
 Domain 3 - Instruction 27% (16.2 points)
 Domain 4 - Professional Responsibilities 24% (14.4 points)
 Points will then be added to create a total rubric score between 0-60 points. Scores will be averaged over the number of observations. Evidence not observed or evidence that does not indicate any level of effectiveness will receive a zero.*

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/5091/191193-eka9yMJ855/Danielson Rubric Point Allocation by Domain_1.docx

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

| | |
|---|--------------|
| Highly Effective: Overall performance and results exceed NYS Teaching Standards. | 59-60 points |
| Effective: Overall performance and results meet NYS Teaching Standards. | 57-58 points |
| Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. | 50-56 points |
| Ineffective: Overall performance and results do not meet NYS Teaching Standards. | 0-49 points |

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

Independent evaluators

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

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

-
- In Person
-

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

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

Independent evaluators

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

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

-
- In Person
-

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

-
- Not Applicable
-

5. Composite Scoring (Teachers)

Created Monday, October 08, 2012

Updated Tuesday, January 08, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, October 08, 2012

Updated Monday, January 07, 2013

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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/5265/191202-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:

Appeals Timeline

• All appeals must be filed in writing to the supervising administrator within ten (10) school days of receiving an APPR End-of-Year Evaluation composite rating. A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time of the appeal is filed

shall be deemed waived.

- The teacher will meet with the supervising administrator and a Federation representative for a Review Meeting within ten (10) school days of filing an appeal. The meeting will clarify the aspects of the appeal and answer the question, “Has the teacher clearly and definitively demonstrated that his/her APPR End-of-Year Composite Rating should be modified?”
- If a resolution is achieved, the outcome of the appeal will be documented within five (5) school days of the review meeting. This decision shall be final and there shall be no further appeals available.
- If no resolution is achieved after the initial review meeting, the teacher can request a hearing with the Superintendent within five (5) school days of receiving the outcome of the appeal from the initial review meeting. The Superintendent, in consultation with the Federation President, must render his/her decision and document the outcome of the appeal within the next ten (10) school days. This decision shall be final and there shall be no further appeals available.
- The total Appeals Process will, to the extent possible while remaining timely and expeditious in accordance with Ed. Law 3012-C, last no longer than thirty (30) school days from the date upon which the teacher filed his or her appeal.

Decision

An appeal shall be based on a written record, comprised of the teacher’s appeal papers and any documentary evidence accompanying the appeal, as well as the District’s response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher’s appeal. If the appeal is sustained, the reviewer may set aside a rating if it is affected by substantial error or defect, modify a rating if it is affected by substantial error or defect, or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher, administrator, and the evaluator, if that person is different, or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

The §3012-c appeals procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a teacher’s annual performance review composite rating and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to an annual professional performance review evaluation and/or improvement plan, except as other authorized by law.

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.

Any evaluator who participates in the evaluation of teachers for the purpose of determining an APPR End-of-Year Evaluation rating shall be fully trained and/or certified as required by Education Law §3012-c. Typically, the lead evaluator is the person who completes and signs the summative annual professional performance review; to the extent possible, the principal of his/her designee should be the lead evaluator of a classroom teacher. The District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual’s performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended SED model certification process and will consist of a minimum of three full days of training (24 hours.)

All evaluators in the District are licensed administrators and must be appropriately trained before conducting an evaluation, but only lead evaluators need to be certified to conduct evaluations. To qualify for certification as a lead evaluator, an individual must successfully complete a training course that meets certain minimum requirements prescribed in the Commissioner’s regulations. Training will be conducted by highly qualified personnel who have participated in the NYSED evaluator training for lead evaluators and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED.

The Superintendent will be trained and certified as a lead evaluator. The Superintendent will “turn-key” the training with a minimum of 24 hours of training and oversee the certification of district staff. The Superintendent will maintain records of certification of evaluators. The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for evaluators.

This training will include the following Requirements for Lead Evaluators/Evaluators and will consists of a minimum of two full-days of training:

- New York State Teaching Standards and Common Core Standards,
- Evidence-based observation,
- Application and use of Student Growth Percentile and Value Added Growth Model data,
- Application and use of the State-approved teacher rubrics,

- *Application and use of any assessment tools used to evaluate teachers,*
- *Application and use of state-approved locally selected measures of student achievement,*
- *Use of statewide instructional Reporting System,*
- *Scoring methodology used to evaluate teachers, and*
- *Specific considerations in evaluating teachers of ELLs and students with disabilities.*

All trained evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified.

Timeline, in compliance with Education Law §3012-c:

- *For the 2012-2013 school year lead evaluator(s) shall be appropriately trained certified by August 15, 2012.*
- *For the 2012-2013 school year all principals, assistant principals, and other administration serving as evaluators will be appropriately trained and certified by September 1, 2012.*
- *For the 2013-2014 school year and thereafter, all lead evaluators/evaluators shall be appropriately trained and re-certified by September 1st of each school year or thirty (30) days after appointment.*

Re-Certification and Updated Training

The District will work to ensure that evaluators maintain inter-rater reliability over time, and that they are periodically re-certified (where practicable on an annual basis), and receive updated training on any changes in the law, regulations, or applicable collective bargaining agreements.

Any individual who fails to achieve required training or certification/recertification, as applicable, by the District shall not conduct or complete an evaluation.

Outside Evaluator(s)

No outside evaluator or team may be brought in to do observations of Blind Brook teachers or staff that would contribute to an APPR End-of-Year Evaluation without agreement by all parties involved: district, administration, and the Federation.

Training of Teachers Staff

The District agrees that all staff members that will be observed under the Danielson revised model will receive an orientation /or training in said model no later than December 15, 2012.

For newly hired teachers, training will be conducted as soon as practicable, but must occur within thirty (30) school days of the beginning of each new school year.

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 Friday, June 22, 2012

Updated Thursday, December 20, 2012

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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. | (No response) |
| Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test). | Non-applicable |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | Non-applicable |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | Non-applicable |
| Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test). | Non-applicable |

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, October 08, 2012

Updated Wednesday, January 09, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment |
|---------------------|---|---|
| K-5 | (d) measures used by district for teacher evaluation | STAR Reading Enterprise, Renaissance Learning, Inc. |
| 6-8 | (d) measures used by district for teacher evaluation | STAR Reading Enterprise, Renaissance Learning, Inc. |
| 9-12 | (d) measures used by district for teacher evaluation | Blind Brook-Rye USFD District developed grade and subject specific midyear 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. | In the elementary and middle schools, students' performance on the the STAR Reading assessment will be used as the local measure for principals as outlined below. HEDI points will be assigned based on the number of students achieving targets set by teachers. At the high school, student performance on the objective portion of district-developed grade and subject area midyear exams will be used. HEDI points will be assigned based on the number of students achieving targets set by teachers. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | If 90% or more students achieve targets, the principal will be rated "Highly Effective" |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | If 75-89% of students achieve targets, the principal will be rated "Effective." |

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

If 65-74% of students achieve targets, the principal will be rated "Developing."

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

If fewer than 64% of students achieve targets, the principal will be rated "Ineffective."

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/5366/191224-qBFVOWF7fC/HEDI Band 15% 9 january 2013.docx](#)

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

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

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

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

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

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

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

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

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

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

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

least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

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

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. | (No response) |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | not applicable |
| Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | not applicable |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | not applicable |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | not applicable |

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

Scores will be based on an average of the number of students in each area receiving scores, weighed proportionally.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Friday, June 22, 2012

Updated Monday, January 07, 2013

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Superintendent will rate all domains of the MMPR, and all ISLC standards not addressed in observations will be assessed at least once/year. The superintendent will award points wholistically to arrive at a domain score based on all evidence observed in each domain as follows:

Domain 1 – Shared Vision of Learning 3 points

Domain 2 – School Culture and Instructional Program 13 points

Domain 3 – Safe, Efficient, and Effective Learning Environment 10 points

Domain 4 - Community 3 points

Domain 5 – Integrity, Fairness and Ethics 8 points

Domain 6 – Political, Social, Economic, Legal and Cultural Content 3 points

Scores from each observation will be averaged to create a total rubric score between 0-40 points. At the end of the year, the Superintendent will conduct an Annual Conference which shall account for twenty (20) of the sixty (60) points. The superintendent will award points wholistically to arrive at a domain score based on all evidence observed in each domain.

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

assets/survey-uploads/5143/145020-pMADJ4gk6R/MPPR Point Distribution_1.docx

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

| | |
|--|-------|
| Highly Effective: Overall performance and results exceed standards. | 54-60 |
| Effective: Overall performance and results meet standards. | 45-53 |
| Developing: Overall performance and results need improvement in order to meet standards. | 39-44 |
| Ineffective: Overall performance and results do not meet standards. | 0-38 |

Please provide the locally-negotiated 60 point scoring bands.

| | |
|------------------|--------------|
| Highly Effective | 54-60 points |
| Effective | 45-53 points |
| Developing | 39-44 points |
| Ineffective | 0-38 points |

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Monday, October 08, 2012

Updated Monday, January 07, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

| | |
|------------------|-------|
| Highly Effective | 54-60 |
| Effective | 45-53 |
| Developing | 39-44 |
| Ineffective | 0-38 |

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, October 08, 2012

Updated Thursday, December 20, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/191241-Df0w3Xx5v6/Principals' improvement plan 9 OCTOBER 2012.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEALS

- 1. A Principal who receives an ineffective rating on his/her APPR shall be entitled to appeal his/her annual APPR rating within fourteen days of receipt.*
- 2. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. The appeal must be submitted to the Superintendent and a representative of the*

ABBA. Further, a Principal who is placed on a Principal Improvement Plan (PIP) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

3. An appeal of an evaluation or a PIP must be commenced within fourteen days of the presentation of the document to the Principal or else the right to appeal shall be deemed waived in all regards.

4. When a Principal receives an ineffective APPR evaluation rating, the Principal may request in writing within fourteen days that a review be performed by a mutually agreed upon retired administrator. Within five calendar days of the request for review, the District and the Principal shall be furnished a list of retired administrators willing to conduct a review from the New York State Retired Supervisors and Administrators Association or any other agreed upon organization that may maintain such a list. The list of names shall also include resume and fees. The cost of the independent review shall be born equally by the District and the ABBA.

The review shall consist of reviewing the preliminary decision, the evidence underlying the observations/evaluation of the principal, and all other evidence submitted by the district. Upon completion of the review, the retired administrator shall render a written advisory opinion ten business days after the receipt of evidence and arguments from both sides. The advisory opinion may recommend upholding, reversing, or modifying the preliminary determination as well as provide recommendations, including, but not limited to adjustments to the PIP or other corrective actions.

Upon receipt of the advisory decision, the Superintendent shall within five school days review said advisory opinion and in his/her sole discretion either adopt, reject in whole, or in part, the advisory opinion.

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.

All evaluators must be appropriately trained before conducting an evaluation, but only lead evaluators need to be certified to conduct evaluations. To qualify for certification as a lead evaluator, an individual must successfully complete a training course that meets certain minimum requirements prescribed in the Commissioner's regulations. Training will be conducted by highly qualified personnel who have participated in the NYSED evaluator training for lead evaluators and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED.

The Superintendent will be trained and certified as a lead evaluator. The Superintendent will "turn-key" the training and oversee the certification of district staff. The Superintendent will maintain records of certification of evaluators. The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for evaluators.

This training of three day's duration (24 hours) will include the following Requirements for Lead Evaluators/Evaluators:

- New York State Teaching Standards and Common Core Standards,
- Evidence-based observation,
- Application and use of Student Growth Percentile and Value Added Growth Model data,
- Application and use of the State-approved teacher rubrics,
- Application and use of any assessment tools used to evaluate teachers,
- Application and use of state-approved locally selected measures of student achievement,
- Use of statewide instructional Reporting System,
- Scoring methodology used to evaluate teachers, and
- Specific considerations in evaluating teachers of ELLs and students with disabilities.

All trained evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified.

Timeline, in compliance with Education Law §3012-c:

- For the 2012-2013 school year lead evaluator(s) shall be appropriately trained certified by August 15, 2012.
- For the 2012-2013 school year all principals, assistant principals, and other administration serving as evaluators will be appropriately trained and certified by September 1, 2012.
- For the 2013-2014 school year and thereafter, all lead evaluators/evaluators shall be appropriately trained and re-certified by September 1st of each school year or thirty (30) days after appointment.

Re-Certification and Updated Training

The District will work to ensure that evaluators maintain inter-rater reliability over time, and that they are periodically re-certified (where practicable on an annual basis), and receive updated training on any changes in the law, regulations, or applicable collective bargaining agreements. All Administrators in the district are licensed. Administrators will participate in two full days of recertification training.

Any individual who fails to achieve required training or certification/recertification, as applicable, by the District shall not conduct or complete an evaluation.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Friday, June 22, 2012

Updated Wednesday, January 09, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/145019-3Uqgn5g9Iu/Signature Page for Review Room 9 january.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.

| HIGHLY EFFECTIVE | | | EFFECTIVE | | | | | | | | | DEVELOPING | | | | | INEFFECTIVE | | | |
|------------------|-------|-------|-----------|-------|----|-------|-------|----|-------|----|-------|------------|----|-------|----|-------|-------------|-------|-------|------|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 100-98 | 97-94 | 93-90 | 89-88 | 87-86 | 85 | 84-83 | 82-81 | 80 | 79-78 | 77 | 76-75 | 74-73 | 72 | 71-70 | 69 | 68-67 | 66-65 | 64-60 | 59-50 | 49-0 |

| HIGHLY EFFECTIVE | | EFFECTIVE | | | | | | DEVELOPING | | | | | INEFFECTIVE | | |
|------------------|---------|-----------|---------|---------|---------|---------|---------|------------|---------|---------|---------|-----|-------------|---------|--------|
| 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 100%-95% | 94%-90% | 89%-88% | 87%-86% | 85%-84% | 83%-82% | 81%-79% | 78%-75% | 74%-72% | 71%-70% | 69%-68% | 67%-66% | 65% | 64%-60% | 59%-50% | 49%-0% |

| HIGHLY EFFECTIVE | | | EFFECTIVE | | | | | | | | | DEVELOPING | | | | | INEFFECTIVE | | | |
|------------------|-------|-------|-----------|-------|----|-------|-------|----|-------|----|-------|------------|----|-------|----|-------|-------------|-------|-------|------|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 100-98 | 97-94 | 93-90 | 89-88 | 87-86 | 85 | 84-83 | 82-81 | 80 | 79-78 | 77 | 76-75 | 74-73 | 72 | 71-70 | 69 | 68-67 | 66-65 | 64-60 | 59-50 | 49-0 |

**Blind Brook-Rye UFSD
Danielson Rubric Point Distribution by Domain**

| DOMAIN | Subcomponent | Highly Effective | Effective | Developing | Ineffective |
|--|--------------|------------------|-----------|------------|-------------|
| 1 Planning & Preparation (15 points) | A | 3.0 | 2.9 | 2.8 | 1 |
| | B | 2.25 | 2.175 | 2.1 | 1 |
| | C | 3.0 | 2.9 | 2.8 | 1 |
| | D | 1.5 | 1.45 | 1.4 | 1 |
| | E | 3.0 | 2.9 | 2.8 | 1 |
| | F | 2.25 | 2.175 | 2.1 | 1 |
| 2 Classroom Environment (14.4 points) | A | 2.88 | 2.784 | 2.688 | 1 |
| | B | 2.88 | 2.784 | 2.688 | 1 |
| | C | 2.88 | 2.784 | 2.688 | 1 |
| | D | 2.88 | 2.784 | 2.688 | 1 |
| | E | 2.88 | 2.784 | 2.688 | 1 |
| 3 Instruction (16.2 points) | A | 3.24 | 3.132 | 3.024 | 1 |
| | B | 3.24 | 3.132 | 3.024 | 1 |
| | C | 3.24 | 3.132 | 3.024 | 1 |
| | D | 3.24 | 3.132 | 3.024 | 1 |
| | E | 3.24 | 3.132 | 3.024 | 1 |
| 4 Professional Responsibilities (14.4 points) | A | 2.88 | 2.784 | 2.688 | 1 |
| | B | 1.44 | 1.392 | 1.344 | 1 |
| | C | 2.16 | 2.088 | 2.016 | 1 |
| | D | 2.88 | 2.784 | 2.688 | 1 |
| | E | 2.88 | 2.784 | 2.688 | 1 |
| | F | 2.16 | 2.088 | 2.016 | 1 |

BLIND BROOK – RYE TEACHER IMPROVEMENT PLAN (TIP)

Teacher's Name _____

Areas in need of improvement: _____
 (Supervisors will address all clusters and standards)

| DOMAINS/COMPONENTS ADDRESSED | ACTION(S) NEEDED | SUPERVISOR RESPONSIBILITIES | RESOURCES | TEACHER RESPONSIBILITIES | TIMELINE FOR COMPLETION | SUCCESS INDICATORS | DOCUMENTATION OF RESULTS |
|---------------------------------|---------------------|--------------------------------|-----------|-----------------------------|-------------------------------|-----------------------|-----------------------------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Supervisor's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

Federation Representative's Signature _____

Date: _____

Supervisor's Recommendation:

| HIGHLY EFFECTIVE | | EFFECTIVE | | | | | | DEVELOPING | | | | | INEFFECTIVE | | |
|------------------|---------|-----------|---------|---------|---------|---------|---------|------------|---------|---------|---------|-----|-------------|---------|--------|
| 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 100%-95% | 94%-90% | 89%-88% | 87%-86% | 85%-84% | 83%-82% | 81%-79% | 78%-75% | 74%-72% | 71%-70% | 69%-68% | 67%-66% | 65% | 64%-60% | 59%-50% | 49%-0% |

**Blind Brook-Rye Union Free School District
Principals' Evaluation
MPPR – Point Distribution for Each Domain**

Evaluation Process – Observations (40 of 60 points)

There shall be three site visits per year that are at least 30 minutes in duration, one of which will be unannounced. The unannounced observation shall be followed by a post-visit conference, while the announced observations shall be subject to a pre-observation conference and a post-visit conference. Each conference shall be held according to the time frames of at least two (2) working days before the visit and within ten (10) working days after the visit, respectfully.

The Superintendent will use the Principal Observation Template (Appendix A1) when conducting all visitations. **The average of the total scores of all visitations conducted shall account for forty (40) of the (60) points.** The following points will be assigned to each domain:

| DOMAIN | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING | INEFFECTIVE |
|---|------------------|-----------|------------|-------------|
| 1 Shared Vision of Learning (3 points) | 3 | 2.85 | 2.60 | 0 |
| 2 School Culture and Instructional Program (13 points) | 13 | 12.35 | 11.26 | 0 |
| 3 Safe, Efficient, Effective Learning Environments (10 points) | 10 | 9.50 | 8.66 | 0 |
| 4 Community (3 points) | 3 | 2.85 | 2.6 | 0 |
| 5 Integrity, Fairness, Ethics 8 points | 8 | 7.6 | 6.93 | 0 |
| 6 Political, Social, Economic, Legal and Cultural Context (3 Points) | 3 | 2.85 | 2.6 | 0 |
| TOTAL | 40 | | | |

| VISITATION SCORING BANDS | |
|--------------------------|-------------|
| Highly Effective | 39.28-40.00 |
| Effective | 37.94-39.27 |
| Developing | 33.28-37.93 |
| Ineffective | 0 – 33.27 |

Evaluation Process – End of Year Annual Conference (20 of 60 points)

At the end of the year, the Superintendent will conduct an Annual Conference which shall account for twenty (20) of the sixty (60) points. The following points will be assigned to each domain:

| Domain | Highly Effective | Effective | Developing | Ineffective |
|---|------------------|-----------|------------|-------------|
| 1 – Shared Vision of Learning | 1.5 | 1.4 | 1.2 | 0 |
| 2 – School Culture and Instructional Program | 6.5 | 5.7 | 4.3 | 0 |
| 3 – Safe, Efficient, and Effective Learning Environment | 5.0 | 4.5 | 4 | 0 |
| 4 – Community | 1.5 | 1.4 | 1.2 | 0 |
| 5 – Integrity, Fairness and Ethics | 4.0 | 3 | 2 | 0 |
| 6 – Political, Social, Economic, Legal and Cultural Content | 1.5 | 1.4 | 1.2 | 0 |

The conference shall take place between May 15th and June 15th. The Superintendent shall review the progress that the principal has made in each domain since the last visitation. The Principal shall present any additional artifacts and self-reflect on his/her progress in each domain over the course of the school year. The Superintendent shall complete the form (Appendix A2) and it shall be issued to the Principal no later than June 30th.

PRINCIPAL IMPROVEMENT PLANS (PIPs)

In the event that a Principal is not performing at the requisite levels of expectations, assistance will be provided through an Improvement Plan. The purpose of the PIP is to help Principals advance their craft and meet the standards of the district. The District will provide resources, support, and professional development to Principals who have received a Composite Rating of “developing” or “ineffective.”

The Superintendent and the Principal will jointly determine an improvement plan including the strategies to be undertaken to correct the deficiencies in the core competencies related to the domains of the MPPR and the ISLLC Standards. The Principal may request that a representative from the ABBA accompany him/her to that meeting. The plan will identify area(s) in need of improvement, set out criteria for demonstrating progress and will specify a timeline for completion. If there is disagreement, the Superintendent will make a final decision about the content of the plan.

The Principal’s progress will be monitored regularly for a specific period of time, to be no less than 60 days and no more than 180 days. After the issuance of the PIP, the Superintendent will meet with the Principal at least once every four weeks to review his or her progress regarding the areas identified in the PIP. Within a week of each meeting and at the conclusion of the PIP the Superintendent shall issue a written statement that reflects upon the Principal’s progress toward improvement.

Within ten (10) school days of the completion of the timeline established in the Principal Improvement Plan (TIP), the Principal will meet with the Superintendent and an ABBA representative to assess progress. An evaluation will be rendered by the Superintendent at this meeting that may: 1) release the Principal from the plan, 2) extend the plan, or 3) modify the elements of the plan, no later than ten (10) school days after the aforementioned meeting.

Please see sample template below.

Principal Improvement Plan (PIP) Template

| Area(s) in Need of Improvement | Timeline for Achieving Improvement | Differentiated Activities to Support Improvement | Manner of Assessment of Improvement |
|---------------------------------------|---|---|--|
| | | | |
| | | | |
| | | | |
| | | | |

Principal’s Signature

Date

Superintendent's Signature

Date

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 1/9/13

Will J. Shaw

Teachers Union President Signature: Date: 1/9/13

Robin Willeg

Administrative Union President Signature: Date:

Mary Mediate 1/9/13

Board of Education President Signature: Date:

Sue Schuster 1/9/13