



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

Commissioner of Education
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December 14, 2012

John R. Marshall, Superintendent
Bolivar-Richburg Central School District
100 School Street
Bolivar, NY 14715

Dear Superintendent Marshall:

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: Robert D. Olczak

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 Thursday, August 23, 2012

Updated Monday, October 22, 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 :

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

022902040000

1.2) School District Name:

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

BOLIVAR-RICHBURG CSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(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 Thursday, August 23, 2012

Updated Wednesday, December 05, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	AIMSWeb
1	State-approved 3rd party assessment	AIMSWeb
2	State-approved 3rd party assessment	AIMSWeb

	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	Student growth is critical for students in grades K-3. The data needs to reflect growth for individual students.
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Growth targets will be set by teachers and principals for each test area. Teachers will receive a percentage of number of students who reached their growth target. Baseline data from a pre-assessment will be used to determine student growth over the course of the school year. This percentage will determine their HEDI rating.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Results are well-above District expectations for growth of student learning standards for grade. (90-100% of students showed adequate growth)</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Results meet District expectations for growth of student learning standards for grade. (63-89% of students showed adequate growth)</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Results are below District expectations for growth of student learning standards for grade. (38-62% of students showed adequate growth)</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Results are well-below District expectations for growth of student learning standards for grade. (Less than 38% of students showed adequate growth)</p>

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	AIMSWeb
1	State-approved 3rd party assessment	AIMSWeb
2	State-approved 3rd party assessment	AIMSWeb

	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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Student growth is critical for students in grades K-3. The data needs to reflect growth for individual students. Growth targets will be set by teachers and principals for each test area. Teachers will receive a percentage of number of students who reached their growth target. Baseline data from a pre-assessment will be used to determine student growth over the course of the year. This percentage will determine their HEDI rating.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Results are well-above District expectations for growth of student learning standards for grade. (90-100% of students showed adequate growth)</p>

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet District expectations for growth of student learning standards for grade. (63-89% of students showed adequate growth)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below District expectations for growth of student learning standards for grade. (38-62% of students showed adequate growth)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are well-below District expectations for growth of student learning standards for grade. (Less than 38% of students showed adequate growth)

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	BRCS District developed 6th Grade Science Test
7	District, regional or BOCES-developed assessment	BRCS District developed 7th Grade Science Test
	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.	Student growth is critical for students in grades 6-8 science. The data needs to reflect growth for individual students. Growth targets will be set by teachers and principals for each test area. Teachers will receive a percentage of number of students who reached their growth target. Baseline data from a pre-assessment will be used to determine student growth over the course of the year. This percentage will determine their HEDI rating.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are well-above District expectations for growth of student learning standards for grade. (90-100% of students showed adequate growth)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet District expectations for growth of student learning standards for grade. (63-89% of students showed adequate growth)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below District expectations for growth of student learning standards for grade. (38-62% of students showed adequate growth)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are well-below District expectations for growth of student learning standards for grade. (Less than 38% of students showed adequate growth)

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	BRCS District developed 6th Grade Social Studies Test
7	District, regional or BOCES-developed assessment	BRCS District developed 7th Grade Social Studies Test
8	District, regional or BOCES-developed assessment	BRCS District developed 8th Grade Social Studies Test

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.	Student growth is critical for students in grades 6-8 Social Studies. The data needs to reflect growth for individual students. Growth targets will be set by teachers and principals for each test area. Teachers will receive a percentage of number of students who reached their growth target. Baseline data from a pre-assessment will be used to determine student growth over the course of the year. This percentage will determine their HEDI rating.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well-above District expectations for growth of student learning standards for grade. (90-100% of students showed adequate growth)
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet District expectations for growth of student learning standards for grade. (63-89% of students showed adequate growth)
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below District expectations for growth of student learning standards for grade. (38-62% of students showed adequate growth)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well-below District expectations for growth of student learning standards for grade. (Less than 38% of students showed adequate growth)

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	BRCS District developed Global Studies Test, Grade 9

	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.	Student growth is critical for students in high school Social Studies. The data needs to reflect growth for individual students. Growth targets will be set by teachers and principals for each test area. Teachers will receive a percentage of number of students who reached their growth target. Baseline data from a pre-assessment will be used to determine student growth over the course of the year. This percentage will determine their HEDI rating.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well-above District expectations for growth of student learning standards for grade. (90-100% of students showed adequate growth)
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet District expectations for growth of student learning standards for grade. (63-89% of students showed adequate growth)
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below District expectations for growth of student learning standards for grade. (38-62% of students showed adequate growth)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well-below District expectations for growth of student learning standards for grade. (Less than 38% of students showed adequate growth)

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.	Student growth is critical for students in high school science. The data needs to reflect growth for individual students. Growth targets will be set by teachers and principals for each test area. Teachers will receive a percentage of number of students who reached their growth target. Baseline data from a pre-assessment will be used to determine student growth over the course of the year. This percentage will determine their HEDI rating.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well-above District expectations for growth of student learning standards for grade. (90-100% of students showed adequate growth)
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet District expectations for growth of student learning standards for grade. (63-89% of students showed adequate growth)
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below District expectations for growth of student learning standards for grade. (38-62% of students showed adequate growth)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well-below District expectations for growth of student learning standards for grade. (Less than 38% of students showed adequate growth)

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.	Student growth is critical for students in grades high school math. The data needs to reflect growth for individual students. Growth targets will be set by teachers and principals for each test area. Teachers will receive a percentage of number of students who reached their growth target. Baseline data from a pre-assessment will be used to determine student growth over the course of the year. This percentage will determine their HEDI rating.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well-above District expectations for growth of student learning standards for grade. (90-100% of students

	showed adequate growth)
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet District expectations for growth of student learning standards for grade. (63-89% of students showed adequate growth)
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below District expectations for growth of student learning standards for grade. (38-62% of students showed adequate growth)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well-below District expectations for growth of student learning standards for grade. (Less than 38% of students showed adequate growth)

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	BRCS District developed 9th Grade ELA Test
Grade 10 ELA	District, regional or BOCES-developed assessment	BRCS District developed 10th Grade ELA Test
Grade 11 ELA	Regents assessment	Comprehensive English Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Student growth is critical for students in grades high school English. The data needs to reflect growth for individual students. Growth targets will be set by teachers and principals for each test area. Teachers will receive a percentage of number of students who reached their growth target. Baseline data from a pre-assessment will be used to determine student growth over the course of the year. This percentage will determine their HEDI rating.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well-above District expectations for growth of student learning standards for grade. (90-100% of students showed adequate growth)
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet District expectations for growth of student learning standards for grade. (63-89% of students showed adequate growth)
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below District expectations for growth of student learning standards for grade. (38-62% of students showed adequate growth)

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

Results are well-below District expectations for growth of student learning standards for grade. (Less than 38% of students showed adequate growth)

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art	District, Regional or BOCES-developed	Grade specific BRCS District developed Assessment for Art
Music	District, Regional or BOCES-developed	Grade specific BRCS District developed Assessment for Music
Physical Education	District, Regional or BOCES-developed	Grade specific BRCS District developed Assessment for Physical Education
Title 1 Math	School/BOCES-wide/group/tam results based on State	4-8 NYS Math assessment
Title 1 Reading	School/BOCES-wide/group/tam results based on State	4-8 NYS ELA assessment
Special Education	School/BOCES-wide/group/tam results based on State	4-8 NYS Math and ELA assessment or AIMSWeb (teachers not assigned to a grade level where at state assessment is given)
All other courses not listed above	District, Regional or BOCES-developed	BRCS developed grade and subject level assessments

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.

Student growth is critical for students in grade levels and subject areas. The data needs to reflect growth for individual students. Growth targets will be set by teachers and principals for each test area. Teachers will receive a percentage of number of students who reached their growth target. Baseline data from a pre-assessment will be used to determine student growth over the course of the year. This percentage will determine their HEDI rating.

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

Results are well-above District expectations for growth of student learning standards for grade. (90-100% of students showed adequate growth)

Effective (9 - 17 points) Results meet District goals for similar students.	Results meet District expectations for growth of student learning standards for grade. (63-89% of students showed adequate growth)
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below District expectations for growth of student learning standards for grade. (38-62% of students showed adequate growth)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well-below District expectations for growth of student learning standards for grade. (Less than 38% of students showed adequate growth)

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/5364/166633-TXEttx9bQW/HEDI Rating growth.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 Monday, August 27, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	NYS ELA Assessment, 4th Grade
5	3) Teacher specific achievement or growth score computed locally	NYS ELA Assessment, 5th Grade
6	3) Teacher specific achievement or growth score computed locally	NYS ELA Assessment, 6th Grade

7	3) Teacher specific achievement or growth score computed locally	NYS ELA Assessment, 7th Grade
8	3) Teacher specific achievement or growth score computed locally	NYS ELA Assessment, 8th Grade

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.	Student achievement across the grade levels is important for student success. The district goal is for 100% of students to pass the NYS ELA assessment with a minimum score of 3 or greater.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District expectations for achievement. 85% or more of students will pass the New York State assessment ELA with a minimum score of 3 or greater.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are above District expectations for achievement. 53%-84% of students will pass the New York State ELA assessment with a score of 3 or greater.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for achievement. 41%-52% of students will pass the New York State ELA assessment with a score of 65% or greater.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District expectations for achievement. 0%-40% of students will pass the New York State ELA assessment with a score of 3 or greater.

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	3) Teacher specific achievement or growth score computed locally	NYS Math Assessment, 4th Grade
5	3) Teacher specific achievement or growth score computed locally	NYS Math Assessment, 5th Grade
6	3) Teacher specific achievement or growth score computed locally	NYS Math Assessment, 6th Grade
7	3) Teacher specific achievement or growth score computed locally	NYS Math Assessment, 7th Grade
8	3) Teacher specific achievement or growth score computed locally	NYS Math Assessment, 8th Grade

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.	Student achievement across the grade levels is important for student success. The district goal is for 100% of students to pass the New York State Math assessment with a minimum score of 3 or greater.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District expectations for achievement. 85% or more of students will pass the New York State Math assessment with a minimum score of 3 or greater.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are above District expectations for achievement. 53%-84% of students will pass the New York State Math assessment with a score of 3 or greater.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for achievement. 41%-52% of students will pass the New York State Math assessment with a score of 3 or greater.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District expectations for achievement. 0%-40% of students will pass the New York State Math assessment with a score of 3 or greater.

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/5139/168408-rhJdBgDruP/HEIDI value added achievement.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	AIMS Web
1	4) State-approved 3rd party assessments	AIMS Web
2	4) State-approved 3rd party assessments	AIMS Web
3	4) State-approved 3rd party assessments	AIMS Web

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.	Student achievement across the grade levels is important for student success. The district goal is for 100% of students to reach their benchmark as determined by AimsWeb.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District expectations for achievement. 85% or more of students will reach their benchmark as determined by AimsWeb.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are above District expectations for achievement. 53%-84% of students will reach their benchmark as determined by AimsWeb.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for achievement. 41%-52% of students will reach their benchmark as determined by AimsWeb.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District expectations for achievement. 0%-40% of students will reach their benchmark as determined by AimsWeb.

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	AIMS Web
1	4) State-approved 3rd party assessments	AIMS Web
2	4) State-approved 3rd party assessments	AIMS Web
3	4) State-approved 3rd party assessments	AIMS Web

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.	Student achievement across the grade levels is important for student success. The district goal is for 100% of students to reach their benchmark as determined by AimsWeb.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District expectations for achievement. 85% or more of students will reach their benchmark as determined by AimsWeb.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement	Results are above District expectations for achievement. 53%-84% of students will reach their benchmark as

for grade/subject.	determined by AimsWeb.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for achievement. 41%-52% of students will reach their benchmark as determined by AimsWeb.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District expectations for achievement. 0%-40% of students will reach their benchmark as determined by AimsWeb.

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	5) District, regional, or BOCES–developed assessments	BRCS District developed 6th Grade Science Test
7	5) District, regional, or BOCES–developed assessments	BRCS District developed 7th Grade Science Test
8	3) Teacher specific achievement or growth score computed locally	NYS 8th Grade Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Student achievement across the grade levels is important for student success. The district goal is for 100% of students to pass the final assessment with a minimum score of 65% or greater on the district developed assessment or a proficiency score of 3 or higher on the state assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District expectations for achievement. 85% or more of students will pass the final assessment with a minimum score of 65% or greater on the district developed assessment or a proficiency score of 3 or higher on the state assessment. .
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are above District expectations for achievement. 53%-84% of students will pass the final assessment with a minimum score of 65% or greater on the district developed assessment or a proficiency score of 3 or higher on the state assessment. .
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for achievement. 41%-52% of students will pass the final assessment with a minimum score of 65% or greater on the district developed assessment or a proficiency score of 3 or higher on the state assessment. .
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District expectations for achievement. 0%-40% of students will pass the final assessment with a minimum score of 65% or greater on the district developed assessment or a proficiency score of 3 or higher on the state assessment. .

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	5) District, regional, or BOCES–developed assessments	BRCS District developed 6th Grade Social Studies Test
7	5) District, regional, or BOCES–developed assessments	BRCS District developed 7th Grade Social Studies Test
8	5) District, regional, or BOCES–developed assessments	BRCS District developed 8th Grade Social Studies Test

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.	Student achievement across the grade levels is important for student success. The district goal is for 100% of students to pass the final assessment with a minimum score of 65% or greater on the district developed assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District expectations for achievement. 85% or more of students will pass the final assessment with a minimum score of 65% or greater on the district developed assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are above District expectations for achievement. 53%-84% of students will pass the final assessment with a minimum score of 65% or greater on the district developed assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for achievement. 41%-52% of students will pass the final assessment with a minimum score of 65% or greater on the district developed assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District expectations for achievement. 0%-40% of students will pass the final assessment with a minimum score of 65% or greater on the district developed assessment.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	BRCs District developed Global Studies Test
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global Regents
American History	3) Teacher specific achievement or growth score computed locally	US History Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Student achievement across the grade levels is important for student success. The district goal is for 100% of students to pass the final assessment with a minimum score of 65% or greater on district developed assessments, a score of 65 or higher on the Regents Exam.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District expectations for achievement. 85% or more of students will pass the final assessment with a minimum score of 65% or greater on district developed assessments, a score of 65 or higher on the Regents Exam.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are above District expectations for achievement. 53%-84% of students will pass the final assessment with a score of 65% or greater on district developed assessments, a score of 65 or higher on the Regents Exam.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for achievement. 41%-52% of students will pass the final assessment with a score of 65% or greater on district developed assessments, a score of 65 or higher on the Regents Exam.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District expectations for achievement. 0%-40% of students will pass the final assessment with a score of 65% or greater on district developed assessments, a score of 65 or higher on the Regents Exam.

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	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Living Chemistry Regents
Physics	3) Teacher specific achievement or growth score computed locally	NYS Living Physics Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Student achievement across the grade levels is important for student success. The district goal is for 100% of students to pass the final assessment with a minimum score of 65 or greater.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District expectations for achievement. 85% or more of students will pass the final assessment with a minimum score of 65 or greater.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for achievement. 41%-52% of students will pass the final assessment with a score of 65 or greater.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are above District expectations for achievement. 53%-84% of students will pass the final assessment with a score of 65 or greater.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District expectations for achievement. 0%-40% of students will pass the final assessment with a score of 65 or greater.

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	5) District, regional, or BOCES–developed assessments	BRCS developed Algebra 1 Assessment
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents

Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Integrated Algebra Regents
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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.	Student achievement across the grade levels is important for student success. The district goal is for 100% of students to pass the final assessment with a minimum score of 65 or greater.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District expectations for achievement. 85% or more of students will pass the final assessment with a minimum score of 65 or greater.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are above District expectations for achievement. 53%-84% of students will pass the final assessment with a score of 65 or greater.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for achievement. 41%-52% of students will pass the final assessment with a score of 65 or greater.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District expectations for achievement. 0%-40% of students will pass the final assessment with a score of 65 or greater.

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	5) District, regional, or BOCES—developed assessments	BRCS District developed 9th Grade ELA Test
Grade 10 ELA	5) District, regional, or BOCES—developed assessments	BRCS District developed 10th Grade ELA Test
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS ELA Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Student achievement across the grade levels is important for student success. The district goal is for 100% of students to pass the final assessment with a minimum score of 65% or greater on the district developed assessment or a score of 65 or greater on the Regents Exam.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District expectations for achievement. 85%-100% of students will pass the district developed assessment with a score of 65% or greater or the Regents Exam with a score of 65 or higher.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are above District expectations for achievement. 53%-84% of students will pass the district developed assessment with a score of 65% or greater or the Regents Exam with a score of 65 or higher.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for achievement. 41%-52% of students will pass the district developed assessment with a score of 65% or greater or the Regents Exam with a score of 65 or higher.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District expectations for achievement. 0%-40% of students will pass the district developed assessment with a score of 65% or greater or the Regents Exam with a score of 65 or higher.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art	5) District/regional/BOCES–developed	Grade specific BRCS District developed Assessment for Art
Music	5) District/regional/BOCES–developed	Grade specific BRCS District developed Assessment for Music
Physical Education	5) District/regional/BOCES–developed	Grade specific BRCS District developed Assessment for Physical Education
Title 1 Math	6(ii) School wide measure computed locally	AIMS Web
Title 1 Reading	6(ii) School wide measure computed locally	AIMS Web
Special Education who take NYS Assessments	5) District/regional/BOCES–developed	BRCS District developed grade and subject Assessments
Special Education who do not take NYS Assessments	6(ii) School wide measure computed locally	AIMS Web

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/168408-y92vNseFa4/HEIDI achievement chart.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.

The locally selected measure scores will be combined and averaged/weighted according to percentage of students covered in the SLO to create the HEDI category and score.

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 Thursday, August 23, 2012

Updated Tuesday, December 11, 2012

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

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.

Each classroom teacher will receive a sub-component score of teaching effectiveness which will be calculated by the evaluator using the following process. The Measure of Teacher Effectiveness score shall be determined from points earned in the following areas: observations. A teacher's performance for each of the seven standards will be rated by assigning points for each indicator using a range between 1 and 4 (HE=4, E=3, D=2 and I=1). The rating for each standard shall be calculated by first averaging the indicators under each of the elements to be measured. This will result in an element score. The element scores under a single standard shall then be averaged resulting in a single standard score. The seven standard scores shall be averaged and score between 1 and 4 will then be converted using the attached conversion chart resulting in a score that can be rated Highly Effective, Effective, Developing or Ineffective.

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/5091/166708-eka9yMJ855/APPR Teacher Conversion Chart 4.5_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.	Based on the District's goals and priorities, the teacher exceeds the level of performance expected as assessed by the NYSUT rubric.
Effective: Overall performance and results meet NYS Teaching Standards.	Based on the District's goals and priorities, the teacher meets the level of performance expected as assessed by the NYSUT rubric.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Based on the District's goals and priorities, the teacher needs improvement in order to meet the level of performance expected as assessed by the NYSUT rubric.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Based on the District's goals and priorities, the teacher does not meet the level of performance expected as assessed by the NYSUT rubric.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Monday, August 27, 2012

Updated Wednesday, August 29, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, August 27, 2012

Updated Wednesday, December 05, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/168418-Df0w3Xx5v6/BRCs, TIP Forms.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A unit member shall have Association representation at any time during the appeal process upon the unit member's request. The Association president will be notified by the District when an appeal has been submitted by a unit member.

A. Appeals of "ineffective" and "developing" ratings only

Appeals of annual professional performance reviews will be limited to those that rate a teacher's composite score as "ineffective" or

“developing” only.

Ratings of “effective” may not be appealed; however, a teacher may write a rebuttal to an effective rating. Such rebuttal will be attached to the APPR and placed in the teacher’s personnel file.

B. What may be challenged in an appeal:

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

- a. The substance of the Annual Professional Performance Review.*
- b. The District’s alleged failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law 3012-c and applicable rules and regulations.*
- c. The District’s alleged failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures.*
- d. The District’s alleged failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c.*

C. Prohibition against more than one appeal

A teacher may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

D. Burden of proof

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

E. Timeframe for filing appeal

1. All appeals must be submitted in writing (using the form found in Appendix F of the contract) no later than 10 work days after the date when the teacher received his/her annual professional performance review composite score. In the event that composite scores are not available before the end of the normal school year and are issued during the summer months, the aforementioned appeal must be submitted in writing no later than the end of the second full week of school assuming the teacher has been issued his or her composite score. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. However, the timelines set forth in the appeal process as negotiated between the parties may be extended upon mutual agreement by both parties, not to exceed 10 working days. A work day is defined as a day when the District is open for business including days in the summer months when students may not be present.

2. When filing an appeal in accordance with the timelines set forth in item 1 above, the teacher must submit to his or her lead evaluator (via email) a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan using page 1 of the Appeals form found in Appendix F of the contract. The Superintendent and Association President must also be copied on the emailed appeal.

3. The teacher and the lead evaluator will meet to discuss the issue within 7 work days after the lead evaluator receives the written appeal. The teacher must submit the performance review and/or improvement plan and all supporting documentation to the lead evaluator at the time of this meeting. Any information not submitted at this time shall not be considered.

The purpose of this meeting is to resolve the appeal. Should the parties resolve all issues regarding the appeal; the appeal will be considered resolved.

4. If the meeting between the teacher and the lead evaluator fails to result in a resolution, the teacher may submit his or her appeal and all supporting documentation to the Superintendent or his/her designee for review by a 3-person panel within 7 work days after the meeting in step 3. The panel shall consist of 2 tenured Association unit members, chosen by the Association and 1 District Administrator to be chosen by the Superintendent and/or his/her designee. The District Administrator chosen must not be the original evaluator.

Within 7 work days after receipt of the appeal, the 3-person panel will meet to consider the appeal and make a recommendation, based on consensus, on the appeal’s merits. The affected teacher may present any relevant evidence or argument to the panel, with union representation present if requested by the teacher.

The panel shall forward to the Superintendent a written recommendation on the appeal within 7 work days of the panel meeting. A copy of the panel’s recommendation shall also be given to the teacher.

5. The Superintendent shall review the recommendation of the panel and issue a written response to the teacher within 7 work days of receipt of the panel’s appeal decision. The Superintendent’s decision shall be final and binding. The Superintendent’s decision is not subject to the grievance process. However, District failure to abide by the negotiated appeal process is subject to the grievance procedure.

The Superintendent has the right to affirm, modify or rescind the evaluation in question. The Superintendent may also order a new observation to take place using a different evaluator.

Copies of the Superintendent’s written decision will be sent to the original evaluator and to the members of the panel. A copy of the written appeal and relevant documentation shall be given to the teacher and placed in the teacher’s personnel file.

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.

Evaluators will attend training provided through our local BOCES, and NYSCOSS. Lead Evaluators must show evidence of training within all nine Lead Evaluator training criteria in order to receive district certification as a Lead Evaluator. Administrators must be certified as a Lead Evaluator in order for classroom observations that construct a teacher's APPR to be valid. The duration and nature has been designed by BOCES Lead Evaluator trainers. Ongoing training through our local BOCES will be used to assist with recertification and inter-rater reliability of lead evaluators.

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 Monday, August 27, 2012
Updated Monday, November 26, 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):

PreK-5 Principal
6-12 Principal
(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.	Not Applicable for this school; Principals will be receiving growth score from the state
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable for this school; Principals will be receiving growth score from the state
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable for this school; Principals will be receiving growth score from the state
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable for this school; Principals will be receiving growth score from the state
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable for this school; Principals will be receiving growth score from the state

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, August 27, 2012

Updated Tuesday, December 11, 2012

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
6-12th Grade	(d) measures used by district for teacher evaluation	NYS Regents in Integrated Algebra, Living Environment, Global and US History and ELA
PreK-5	(a) achievement on State assessments	NYS ELA and Math Assessments in 4th and 5th grade

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.	Student achievement across the grade levels is important for student success. The district goal is for 100% of students to pass the NYS Regents with a minimum score of 65 or a level 3 on the NYS assessment.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District expectations for achievement. 85% or more of students to pass the NYS Regents with a minimum score of 65 or a level 3 on the NYS assessment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for achievement of student learning standards for grade. 53%-84% of students to pass the NYS Regents with a minimum score of 65 or a level 3 on the NYS assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for achievement of student learning standards for grade. 41%-52% of students to pass the NYS Regents with a minimum score of 65 or a level 3 on the NYS assessment.

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

Results are well-below District expectations for achievement of student learning standards for grade. 0%-40% of students to pass the NYS Regents with a minimum score of 65 or a level 3 on the NYS assessment.

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)

[assets/survey-uploads/5366/168809-8o9AH60arN/HEIDI value added achievement.docx](#)

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/5366/168809-qBFVOWF7fC/Bolivar-Richburg MPPR Rubric and HEDI Scale.doc](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	(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 because of school configuration
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable because of school configuration
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable because of school configuration
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable because of school configuration

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.

Not Applicable because of school configuration

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 Monday, August 27, 2012

Updated Wednesday, December 12, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

All points will be based on the Multidimensional Principal Performance Rubric.

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/5143/168815-pMADJ4gk6R/Bolivar-Richburg MPPR Rubric and HEDI Scale_2.doc

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

Highly Effective: Overall performance and results exceed standards.	A score is calculated for each domain. Each domain is worth 10 points. These scores are combined for a total score. A total score of 54-60 points is highly effective.
Effective: Overall performance and results meet standards.	A score is calculated for each domain. Each domain is worth 10 points. These scores are combined for a total score. A total score of 45-53 points is effective.
Developing: Overall performance and results need improvement in order to meet standards.	A score is calculated for each domain. Each domain is worth 10 points. These scores are combined for a total score. A total score of 35-44 points is developing.
Ineffective: Overall performance and results do not meet standards.	A score is calculated for each domain. Each domain is worth 10 points. These scores are combined for a total score. A total score of 0-34 points is ineffective.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	45-53

Developing	35-44
Ineffective	0-34

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Monday, August 27, 2012

Updated Monday, November 26, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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	35-44
Ineffective	0-34

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, August 27, 2012

Updated Wednesday, December 05, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/168831-Df0w3Xx5v6/BRCs, PIP Forms_1.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPR APPEAL PROCEDURE - PRINCIPALS

WHEREAS, Education Law §3012-c, as enacted by Chapter 103 of the Laws of 2010, and its implementing regulation 8 NYCRR 30-2.11 requires the local establishment of an appeals procedure pursuant to which a principal may challenge certain issues related to his or her APPR; and

NOW THEREFORE, in order to implement the requirements of Education Law §3012-c and 8 NYCRR 30-2.11 pertaining to an appeals procedure, hereby agree to the terms of the following appeal procedure. The parties further agree that this appeal procedure shall constitute the sole and exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal APPR, and further agree that principals may not resort to any other process including grievance or arbitration procedures contained within the parties' collective bargaining agreement and/or terms and conditions of employment, adjudication before an administrative body or individual (including but not limited to the Commissioner of Education) or court action for the resolution of challenges and appeals related to an APPR:

Section A APPEALS OF INEFFECTIVE RATINGS ONLY

Appeals of an APPR shall be limited only to those where the Principal has received an overall rating of "ineffective" based on his/her single composite effectiveness score.

Section B WHAT MAY BE CHALLENGED IN AN APPEAL

In an appeal, the Principal may only challenge:

- 1. the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;*
- 2. the adherence to the Commissioner's regulations, as applicable to such reviews;*
- 3. compliance with any applicable locally negotiated procedures applicable to APPR's or improvement plans; and*
- 4. the district's issuance and/or implementation of the terms of the principal improvement plan (PIP) under Education Law §3012-c.*

Section C PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same APPR or TIP. All grounds for appeal must be raised by the principal with specificity and must be raised within one appeal. Under no circumstances shall a principal submit more than one APPR/TIP Appeal relating to the same APPR/TIP. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Section D BURDEN OF PROOF

In an appeal, the principal has the burden of demonstrating by clear and convincing evidence that his/her overall rating of "ineffective" was affected by substantial error or defect.

Section E TIME FRAME FOR FILING APPEAL

- 1. Appeals of an APPR and/or PIP must be submitted in writing to the Superintendent no later than 10 calendar days after receipt by the principal of a copy of the APPR or PIP. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal.*
- 2. When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.*

Section F TIMEFRAME FOR DISTRICT RESPONSE DECISION MAKER

- 1. Within fifteen (15) calendar days of receipt of an appeal, the Superintendent must submit a written decision on the merits of the appeal. Such a decision will be final.*
- 2. In the event, due to absence and/or circumstances out of his/her control, the Superintendent is not available, the Board of Education shall appoint a certified School District Leader or School District Administrator to decide the principal's appeal. This appointment shall be made within (10) calendar days.*

Section G DECISION

- 1. The Superintendent's decision will be comprised of the principal's appeal papers and any documentary evidence which accompanied the appeal. The decision may also include additional documents or written materials collected by the Superintendent that are specific to the point(s) of disagreement, that support the Superintendent's response and that are relevant to the resolution of the appeal.*
- 2. The decision will set forth the reasons and basis for each determination on the specific issues raised in the principal's appeal.*

3. If an appeal is sustained and the principal's rating has been affected by substantial error or defect, the Superintendent may set aside a rating and/or arrange that a new evaluation (or portion thereof) be conducted, and/or award such other relief as he/she deems appropriate under the circumstances. This action will take place in a timely and expeditious manner.

4. A copy of the Superintendent's decision shall be provided to the principal, and a copy will be attached to the APPR and placed in the principal's personnel file.

5. In no case will the Superintendent's authority to recommend or not recommend tenure, or the Board's authority to grant or not grant tenure, or the Superintendent's authority to recommend the termination of a probationary appointment, or the Board's authority to terminate a probationary appointment, for reasons other than performance, be impacted by a pending appeal and/or the outcome of an appeal procedure.

6. Appeal decisions shall be final and binding on the parties, and shall not be subject to any further appeal through any other process including grievance or arbitration procedures contained within the parties' collective bargaining agreement and/or terms and conditions of employment, adjudication before an administrative body or individual (including but not limited to the Commissioner of Education) or court action.

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.

Evaluators will attend training provided through our local BOCES, and NYSCOSS. Lead Evaluators must show evidence of training within all training criteria in order to receive district certification as a Principal Lead Evaluator. The duration and nature has been designed by BOCES Lead Evaluator trainers. Multiple hours of training and inter-rater reliability will be done through several venues. Once training is complete the Board of Education will approve individuals as Principal Lead Evaluator. The local BOCES will be used to provide ongoing training for the purpose of recertification and inter-rater reliability.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
--	---------

11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
11.7) Assurances -- Data Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

12. Joint Certification of APPR Plan

Created Monday, August 27, 2012

Updated Friday, December 14, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/168837-3Uqgn5g9Iu/APPR 12-14-12.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	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	94-99%	90-93%	88-89%	86-87%	84-85%	82-83%	80-81%	76-79%	71-75%	67-70%	63-66%	59-62%	55-58%	51-54%	46-50%	42-45%	38-41%	35-37%	18-34%	0-17%

HEIDI points for growth measure

Observation 1	30 pts. (20pts. if non-tenured) average of indicators
Observation 2	30 pts. (20 pts. if non-tenured) average of indicators
Observation 3	20 pts. if non-tenured
Total	60 points

*** Although decimals are contained in the rubric to 60 point conversion, the final composite score out of 100 points will be a whole number, and rounding will not cause the teacher to cross a HEIDI band.

Teacher Conversion Chart for Other Measures

CONVERSION CHART – 60% OTHER MEASURES

	Category	Conversion for 60% Other Measures Score
Ineffective 0-49		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	85 – 99%	80- 84%	75- 79%	69- 74%	64- 68%	58- 63%	53- 57%	50- 52%	47- 49%	45- 46%	43 - 44%	41 - 42%	31 - 40%	21 - 30%	0 - 20%

HEIDI for “Value Added” points for (local) achievement

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	93-99%	85-92%	81-84%	76-80%	71-75%	66-70%	65%	62-64%	59-61%	56-58%	53-55%	51-52%	49-50%	47-48%	45-46%	43-44%	41-42%	31-40%	21-30%	0-20%

HEIDI points for achievement (local) measures.

Appendix F
Bolivar Richburg Central School
Teacher Improvement Plan (TIP) Form
(3 pages)

The purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as “developing” or “ineffective.” The evaluator and teacher will jointly determine the strategies to be undertaken to correct the deficiencies.

Teacher _____

Grade/Subject _____

Evaluator _____

[Teacher Association Representative _____]

Date _____

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them

Priority	Area needing improvement	Performance goal

Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating.

Describe the professional development opportunities, materials, resources and supports the District will make available.

Assignment of a mentor teacher yes no

Name of Mentor _____

The teacher, evaluator, mentor (if applicable) and an Association representative (if requested by the teacher) shall meet _____ to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

Meeting Dates				
----------------------	--	--	--	--

Meeting Date _____

Evaluator Comments

Teacher Comments

Recommendation for Results of TIP

- The teacher has met the performance goals identified through the TIP.
- The teacher has not met the performance goals.

Next Steps

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with her evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	85 – 99%	80- 84%	75- 79%	69- 74%	64- 68%	58- 63%	53- 57%	50- 52%	47- 49%	45- 46%	43 - 44%	41 - 42%	31 - 40%	21 - 30%	0 - 20%

HEIDI for “Value Added” points for (local) achievement

<i>Bolivar-Richburg Central School</i>	
<i>Multidimensional Principal Performance Rubric</i>	
DOMAIN 1: Shared Vision of Learning	
a. Culture	4
b. Sustainability	4
DOMAIN 2: School Culture and Instructional Program	
a. Culture	4
b. Instructional Program	4
c. Capacity Building	4
d. Sustainability	4
e. Strategic Planning Process	4
DOMAIN 3: Safe, Efficient, Effective Learning Environment	
a. Capacity Building	4
b. Culture	4
c. Sustainability	4
d. Instructional Program	4
DOMAIN 4: Community	
a. Strategic Planning Process: Inquiry	4
b. Culture	4
c. Sustainability	4
DOMAIN 5: Integrity, Fairness, Ethics	
a. Sustainability	4
b. Culture	4
DOMAIN 6: Political, Social, Economic, Legal & Cultural Content	
a. Sustainability	4
b. Culture	4

Each sub-component will be scored out of 4 points. The 4 points will be added together to get the 60 points.

Each year 15 subcomponents will be scored for a total of 60 points.

2012-2013 a sub component from Domain 2, 4 and 6 will not be scored

2013-2014 a sub component from Domain 1, 3 and 5 will not be scored

HEDI Rating for Principal's Observations

HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
54-60	45-53	35-44	0-34

Bolivar-Richburg Central School	
Multidimensional Principal Performance Rubric	
DOMAIN 1: Shared Vision of Learning	
a. Culture	4(H), 3(E), 2(D), 1-0(I)
b. Sustainability	4(H), 3(E), 2(D), 1-0(I)
DOMAIN 2: School Culture and Instructional Program	
a. Culture	4(H), 3(E), 2(D), 1-0(I)
b. Instructional Program	4(H), 3(E), 2(D), 1-0(I)
c. Capacity Building	4(H), 3(E), 2(D), 1-0(I)
d. Sustainability	4(H), 3(E), 2(D), 1-0(I)
e. Strategic Planning Process	4(H), 3(E), 2(D), 1-0(I)
DOMAIN 3: Safe, Efficient, Effective Learning Environment	
a. Capacity Building	4(H), 3(E), 2(D), 1-0(I)
b. Culture	4(H), 3(E), 2(D), 1-0(I)
c. Sustainability	4(H), 3(E), 2(D), 1-0(I)
d. Instructional Program	4(H), 3(E), 2(D), 1-0(I)
DOMAIN 4: Community	
a. Strategic Planning Process: Inquiry	4(H), 3(E), 2(D), 1-0(I)
b. Culture	4(H), 3(E), 2(D), 1-0(I)
c. Sustainability	4(H), 3(E), 2(D), 1-0(I)
DOMAIN 5: Integrity, Fairness, Ethics	
a. Sustainability	4(H), 3(E), 2(D), 1-0(I)
b. Culture	4(H), 3(E), 2(D), 1-0(I)
DOMAIN 6: Political, Social, Economic, Legal & Cultural Content	
a. Sustainability	4(H), 3(E), 2(D), 1-0(I)
b. Culture	4(H), 3(E), 2(D), 1-0(I)

Each sub-component will be scored out of 4 points and will be totaled.
Each year 18 subcomponents will be scored for a total of 72 points, which will then be multiplied by .8334 to determine a score out of 60 points.

HEDI Rating for Principal's Observations

HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
54-60	45-53	35-44	0-34

Bolivar Richburg Central School

Principal Improvement Plan (PIP) Form

(3 pages)

The purpose of the PIP is the improvement of principal practice. The goal is to provide resources and support for teachers who have been rated as “developing” or “ineffective.” The evaluator and principal will jointly determine the strategies to be undertaken to correct the deficiencies.

Principal _____

Grades _____

Evaluator _____

Date _____

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them

Priority	Area needing improvement	Performance goal

Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating.

Describe the professional development opportunities, materials, resources and supports the District will make available.

Meeting Dates				
----------------------	--	--	--	--

Meeting Date _____

Evaluator Comments

Principal Comments

Recommendation for Results of PIP

- The principal has met the performance goals identified through the PIP.
- The principal has not met the performance goals.

Next Steps

Evaluator's Signature _____

Date _____

Principal'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.

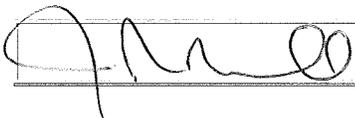
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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)

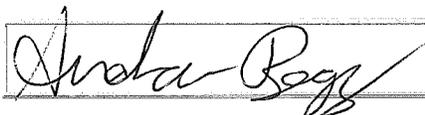
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals 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:

 12/13/12

Teachers Union President Signature: Date:

 12-13-12

Administrative Union President Signature: Date:

 12-14-12

Board of Education President Signature: Date:

