



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

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

August 31, 2012

Joseph Bond, Superintendent
Brentwood Union Free School District
52 Third Avenue
Brentwood, NY 11717

Dear Superintendent Bond:

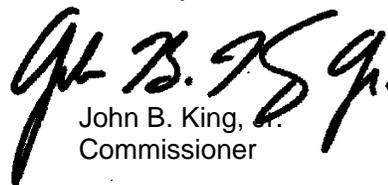
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification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

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

c: Dean Lucera

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

Annual Professional Performance Reviews: 2012-13

Created Friday, May 18, 2012

Updated Wednesday, August 29, 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

580512030000

1.2) School District Name:

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

BRENTWOOD UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

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):

-
- Performance Improvement Grant
-

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Friday, May 18, 2012

Updated Wednesday, August 29, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	District-Developed Kindergarten ELA Benchmark Assessment
1	State-approved 3rd party assessment	Terra Nova 3 (ELA)
2	State-approved 3rd party assessment	Terra Nova 3 (ELA)

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers with percentages from 85-100
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers with percentages from 61-84
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers with percentages from 51-60
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers with percentages below 51

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	District-Developed Kindergarten Math Benchmark Assessment
1	State-approved 3rd party assessment	Terra Nova 3 (Math)
2	State-approved 3rd party assessment	Terra Nova 3 (Math)

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers with percentages from 61 to 84
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers with percentages from 51 to 60
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers with percentages below 51

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	District-Developed Gr. 6 Science Assessments
7	District, regional or BOCES-developed assessment	District-Developed Gr. 7 Science Assessments

	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.	District-developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers with percentages from 61 to 84
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers with percentages from 51 to 60
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers with percentages below 51

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	District-Developed Grade 6 Social Studies Assessments
7	District, regional or BOCES-developed assessment	District-Developed Grade 7 Social Studies Assessments
8	District, regional or BOCES-developed assessment	District-Developed Grade 8 Social Studies Assessments

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.	District-developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages from 61 to 84
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages from 51 to 60
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages below 51

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	District-Developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District-developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages from 61 to 84
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages from 51 to 60
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages below 51

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.	The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages from 61 to 84
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages from 51 to 60
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages below 51

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.	The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages from 61 to 84
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages from 51-60
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages 51

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	District-Developed Gr. 9 ELA Portfolio Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	District-Developed Gr. 10 ELA Portfolio Assessment
Grade 11 ELA	Regents assessment	Grade 11 ELA Regents Exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District-developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages from 61 to 84
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages from 51 to 60
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages below 51

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
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All Art Courses	District, Regional or BOCES-developed	District-Developed Grade and Subject Specific Performance Assessment
All Music Courses	District, Regional or BOCES-developed	District-Developed Grade and Subject Specific Performance Assessment
All Physical Education Courses	District, Regional or BOCES-developed	District-Developed Grade and Subject Specific Performance Assessment
All Technology Courses	District, Regional or BOCES-developed	District-Developed Grade and Subject Specific Performance Assessment
All Home and Careers Courses	District, Regional or BOCES-developed	District-Developed Grade and Subject Specific Performance Assessment
All Business Courses	District, Regional or BOCES-developed	District-Developed Grade and Subject Specific Performance Assessment
All Health Courses	District, Regional or BOCES-developed	District-Developed Grade 7 and 11 Subject Specific Performance Assessment
All Other Secondary Math Courses	District, Regional or BOCES-developed	District-Developed Grade and Subject Specific Performance Assessment
All Other Secondary Social Studies Courses	District, Regional or BOCES-developed	District-Developed Grade and Subject Specific Performance Assessment
All Other Secondary ELA Courses	District, Regional or BOCES-developed	District-Developed Grade and Subject Specific Performance Assessment
All Other Secondary Science Courses	District, Regional or BOCES-developed	District-Developed Grade and Subject Specific Performance Assessment
LOTE - Spanish	District, Regional or BOCES-developed	Regionally-Developed Spanish Assessments - Checkpoints A, B, & C
LOTE - French	District, Regional or BOCES-developed	Regionally-Developed French Assessments - Checkpoints A, B, & C
LOTE - Italian	District, Regional or BOCES-developed	Regionally-Developed Italian Assessments Checkpoints A, B, & C
All Other LOTE Courses	District, Regional or BOCES-developed	District-Developed Subject and Level Specific Performance Assessment
ESL	State Assessment	NYSESLAT
Library	District, Regional or BOCES-developed	District-Developed Grade and Subject Specific Performance Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District-developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages from 61 to 84

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

Teachers with percentages from 51 to 60

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

Teachers with percentages below 51

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/5364/131060-TXEttx9bQW/20 POINT SLO COMPARABLE GROWTH MEASURES.pdf

2.12) Locally Developed Controls

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

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

The only adjustments that will be made at the local level are the allowable controls or adjustments for Comparable Growth Measures that are 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.

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 Friday, May 18, 2012

Updated Thursday, August 30, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	District-Developed Gr. 4 ELA Portfolio Aligned With Common Core State Standards
5	5) District, regional, or BOCES–developed assessments	District-Developed Gr. 5 ELA Portfolio Aligned With Common Core State Standards

6	5) District, regional, or BOCES–developed assessments	District-Developed Gr. 6 ELA Portfolio Aligned With Common Core State Standards
7	5) District, regional, or BOCES–developed assessments	District-Developed Gr. 7 ELA Portfolio Aligned With Common Core State Standards
8	5) District, regional, or BOCES–developed assessments	District-Developed Gr. 8 ELA Portfolio Aligned With Common Core State Standards

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.	District-developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 85 to 100
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 61 to 84
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 51 to 60
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 51

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	5) District, regional, or BOCES–developed assessments	District-Developed Gr. 4 Math Assessment Aligned to Common Core State Standards
5	5) District, regional, or BOCES–developed assessments	District-Developed Gr. 5 Math Assessment Aligned to Common Core State Standards
6	5) District, regional, or BOCES–developed assessments	District-Developed Gr. 6 Math Assessment Aligned to Common Core State Standards
7	5) District, regional, or BOCES–developed assessments	District-Developed Gr. 7 Math Assessment Aligned to Common Core State Standards

8	5) District, regional, or BOCES–developed assessments	District-Developed Gr. 8 Math Assessment Aligned to Common Core State Standards
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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.	District-developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 85 to 100
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 61 to 84
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 51 to 60
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 51

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/5139/131085-rhJdBgDruP/15 point local for teachers with value added.pdf](#)

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	5) District, regional, or BOCES-developed assessments	District-Developed Kindergarten ELA Assessment Aligned to Common Core State Standards
1	5) District, regional, or BOCES-developed assessments	District-Developed Gr. 1 ELA Assessment Aligned to Common Core State Standards

2	5) District, regional, or BOCES–developed assessments	District-Developed Gr. 2 ELA Assessment Aligned to Common Core State Standards
3	5) District, regional, or BOCES–developed assessments	District-Developed Gr. 3 ELA Assessment Aligned to Common Core State Standards

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.	District-developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 85 to 100
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 61 to 84
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 51 to 60
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 51

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	5) District, regional, or BOCES–developed assessments	District-Developed Kindergarten Math Assessment
1	5) District, regional, or BOCES–developed assessments	District-Developed Gr. 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	District-Developed Gr. 2 Math Assessment
3	5) District, regional, or BOCES–developed assessments	District-Developed Gr. 3 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District-developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 85 to 100
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 61 to 84
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 51 to 60
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 51

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	District-Developed Gr. 6 Science Assessment Aligned to Common Core State Standards
7	5) District, regional, or BOCES–developed assessments	District-Developed Gr. 7 Science Assessment Aligned to Common Core State Standards
8	5) District, regional, or BOCES–developed assessments	District-Developed Gr. 8 Science Assessment Aligned to Common Core State Standards

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.	District-developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate proficiency on the final assessment will be used to determine the HEDI score or the percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score as determined by the district APPR committee.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	Teachers with percentages from 85 to 100

achievement for grade/subject.	
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 61 to 84
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 51 to 60
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 51

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	District-Developed Gr. 6 Social Studies Assessment Aligned to Common Core State Standards
7	5) District, regional, or BOCES–developed assessments	District-Developed Gr. 7 Social Studies Assessment Aligned to Common Core State Standards
8	5) District, regional, or BOCES–developed assessments	District-Developed Gr. 8 Social Studies Assessment Aligned to Common Core State Standards

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.	District-developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate proficiency on the final assessment will be used to determine the HEDI score or the percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score as determined by the district APPR committee.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 61 to 84
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 51 to 60

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

Teachers with percentages below 51

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	District-Developed Global 1 Assessment Aligned to Common Core State Standards
Global 2	5) District, regional, or BOCES–developed assessments	District-Developed Global 2 Assessment Aligned to Common Core State Standards
American History	5) District, regional, or BOCES–developed assessments	District-Developed American History Assessment Aligned to Common Core State Standards

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.	District-developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate proficiency on the final assessment will be used to determine the HEDI score or the percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score as determined by the district APPR committee.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 61 to 84
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 51-60
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 51

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	5) District, regional, or BOCES-developed assessments	District-Developed Living Environment Assessment Aligned to Common Core State Standards
Earth Science	5) District, regional, or BOCES-developed assessments	District-Developed Earth Science Assessment Aligned to Common Core State Standards
Chemistry	5) District, regional, or BOCES-developed assessments	District-Developed Chemistry Assessment Aligned to Common Core State Standards
Physics	5) District, regional, or BOCES-developed assessments	District-Developed Physics Assessment Aligned to Common Core State Standards

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.	District-developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 85 to 100
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 51 to 60
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 61 to 84
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 51

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	District-Developed Algebra 1 Assessment Aligned to Common Core State Standards
Geometry	5) District, regional, or BOCES–developed assessments	District-Developed Geometry Assessment Aligned to Common Core State Standards
Algebra 2	5) District, regional, or BOCES–developed assessments	District-Developed Algebra 2 Assessment Aligned to Common Core State Standards

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.	District-developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 61 to 84
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 51 to 61
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 51

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
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Grade 9 ELA	5) District, regional, or BOCES–developed assessments	District-Developed Grade 9 ELA Assessment Aligned to Common Core State Standards
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	District-Developed Grade 10 ELA Assessment Aligned to Common Core State Standards
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	District-Developed Grade 11 ELA Portfolio Assessment Aligned to Common Core State Standards

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.	District-developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 61 to 84
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 51 to 60
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 51

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
All Art Courses	5) District/regional/BOCES–developed	District-Developed Grade and Subject Specific Performance Assessment
All Music Courses	5) District/regional/BOCES–developed	District-Developed Grade and Subject Specific Performance Assessment
All Physical Education Courses	5) District/regional/BOCES–developed	District-Developed Grade and Subject Specific Performance Assessment
All Technology Courses	5) District/regional/BOCES–developed	District-Developed Grade and Subject Specific Performance Assessment

All Home and Careers Courses	5) District/regional/BOCES–developed	District-Developed Grade and Subject Specific Performance Assessment
All Business Courses	5) District/regional/BOCES–developed	District-Developed Grade and Subject Specific Performance Assessment
All Health Courses	5) District/regional/BOCES–developed	District-Developed Gr. 7 and Gr. 11 Subject Specific Performance Assessment
All Other Secondary Math Courses	5) District/regional/BOCES–developed	District-Developed Grade and Subject Specific Performance Assessment
All Other Secondary Social Studies Courses	5) District/regional/BOCES–developed	District-Developed Grade and Subject Specific Performance Assessment
All Other Secondary ELA Courses	5) District/regional/BOCES–developed	District-Developed Grade and Subject Specific Performance Assessment
All Other Secondary Science Courses	5) District/regional/BOCES–developed	District-Developed Grade and Subject Specific Performance Assessment
LOTE - Spanish	5) District/regional/BOCES–developed	Regionally-Developed Spanish Assessments - Checkpoint A,B,& C
LOTE - French	5) District/regional/BOCES–developed	Regionally-Developed French Assessments - Checkpoint A,B,& C
LOTE - Italian	5) District/regional/BOCES–developed	Regionally-Developed Italian Assessments - Checkpoint A,B,& C
All Other LOTE Courses	5) District/regional/BOCES–developed	District-Developed Grade and Subject Specific Performance Assessment
ESL	5) District/regional/BOCES–developed	District-Developed Grade and Subject Specific Performance Assessment
Library		District-Developed Grade and Subject Specific Performance Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District-developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate proficiency on the final assessment will be used to determine the HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 61 to 84
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	Teachers with percentages from 51 to 60

grade/subject.

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

Teachers with percentages below 51

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/5139/131085-y92vNseFa4/20 POINT LOCAL.pdf

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.

For those teachers teaching multiple different courses, the percentage will be proportionally calculated and one score will result.

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 Friday, May 18, 2012

Updated Thursday, August 30, 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

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
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	20

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.

All observations will be performed by certified District evaluators. Evidence for each teacher will be systematically organized using the NYSUT Teacher Evaluation and Development System (TED). Each teacher will receive a final average score on the 1-4 rubric rating scale. This score is converted to a HEDI rating. The HEDI rating categories are:

- 1.0 - 1.4 = Ineffective
- 1.5 - 2.4 = Developing
- 2.5 - 3.4 = Effective
- 3.5 - 4.0 = Highly Effective

60 Points = Teacher Standards 1-7

Standards 1-5: primarily based upon observations. Each Standard will account for eight (8) points totaling forty (40) of the sixty (60) points.

Standards 6 and 7: primarily based upon other teacher artifacts. Each Standard will account for ten (10) points totaling twenty (20) of the sixty (60) points.

The final score will then be converted to a sixty (60) point score using the chart in the appendix titled Observation Conversion Chart. The converted score will be the teacher's score for the "teacher practice" portion of the APPR. Values will be rounded to the nearest number.

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/5091/131122-eka9yMJ855/60 POINTS OTHER MEASURES_2.pdf](#)

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.	Exemplary, above average performance is achieved in knowledge of students and student learning, knowledge of content and instructional planning, instructional practice, learning environment, assessment for student learning, professional responsibilities and collaboration, professional growth
Effective: Overall performance and results meet NYS Teaching Standards.	Effective, average performance is achieved in knowledge of students and student learning, knowledge of content and instructional planning, instructional practice, learning environment, assessment for student learning, professional responsibilities and collaboration, professional growth
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Below average performance is achieved in knowledge of students and student learning, knowledge of content and instructional planning, instructional practice, learning environment, assessment for student learning, professional responsibilities and collaboration, professional growth
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Unsatisfactory performance is achieved in knowledge of students and student learning, knowledge of content and instructional planning, instructional practice, learning environment, assessment for student learning, professional responsibilities and collaboration, professional growth

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60 (3.5-4)
Effective	57-58 (2.5-3.4)
Developing	50-56 (1.5-2.4)
Ineffective	0-49 (1-1.4)

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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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 (3.5-4.0)
Effective	57-58 (2.5-3.4)
Developing	50-56 (1.5-2.4)
Ineffective	0-49 (1-1.4)

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/131146-Df0w3Xx5v6/TIP_1.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals concerning a teacher's performance review must be filed no later than ten (10) school days from the date when the teacher receives his/her final composite rating. If an educator's composite effectiveness score is not received by the teacher as of the last day of the school year, the educator will receive his/her composite effectiveness score on the first day of the following school year.

A teacher wishing to initiate an appeal, must submit, in writing, to the Superintendent, a detailed description of the precise point(s) of

disagreement over his/her performance review, along with any and all documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal. See Appendix titled Appeals Form.

A recommendation will be rendered by a three person Review Panel for an appeal concerning a teacher's performance review. Working jointly, the superintendent and the BTA president will appoint, within five (5) school days, the panel comprised of one panelist chosen by the superintendent, one panelist chosen by the BTA, and one mutually agreed upon panelist. Within ten (10) school days of their appointment, the panel will convene and review the appeal. The panel shall issue a written recommendation of the merits of the appeal no later than ten (10) school days from the date of the panel's review of said appeal.

The Review Panel's written recommendation shall be forwarded to the superintendent. The superintendent will have five (5) school days to render a decision based on the written recommendation of the Review Panel. The determination of the superintendent shall be final. However, the failure of either party to abide by the above agreed-upon process shall be subject to the grievance procedure.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The superintendent will ensure that all evaluators and lead evaluators will participate in ongoing training throughout the 2012-13 school year. All evaluators and lead evaluators will be certified in accordance with regulation. Training will begin prior to the start of the 2012-13 school year and will be ongoing throughout the year.

Evidence of certified training of all evaluators will be sent annually to the Brentwood Teachers Association.

This summer the district utilized a BOCES certified consultant to provide evaluator training, lead evaluator training and certification in accordance with SED procedures and processes. Training activities focused on inter-rater reliability issues to ensure consistency in the scoring process. The group viewed video clips of classroom instruction, applied the rubric, discussed observations based on evidence and translated rubric results into appropriate ratings. Differences in ratings were discussed as the group worked to build consensus based on the observable evidence from classroom instruction.

Evaluators were also trained in the NYSUT Rubric and the NYSUT Teacher Evaluation and Development System (TED).

Additional training will be provided throughout the year, as needed. Recertification of lead evaluators will take place on an annual basis.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

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

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

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

Grades 1-5
Grades 6-8
Grade 9
Grades 10-12
(No response)
(No response)
(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score 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
Kindergarten only	District, regional, or BOCES-developed	District-Developed Kindergarten ELA Benchmark 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.	An average baseline percentile will be determined for this cohort of Kindergarten students. The distance from "perfect performance" or the 100th percentile will be calculated. A goal will be set to improve the performance of these students. The principal will employ instructional leadership and monitoring of the instructional process to assist in this improvement. A target for success will be set at improving the performance of this cohort by 40% of the distance between the average score and the 100th percentile. To determine this, we will compare the performance of the students on the September/October administration and the May/June administration.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	45%-47%+
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	36%-44%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	28%-35%
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0%-27%

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.

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/rtrt/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 Tuesday, May 22, 2012
Updated Friday, August 31, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Grades 1-5	(d) measures used by district for teacher evaluation	Gr. 3 ELA / Gr. 4 ELA
Grades 6-8	(d) measures used by district for teacher evaluation	Gr. 5 ELA / Gr. 6 ELA
Grade 9	(d) measures used by district for teacher evaluation	Earth Science Regents
Grades 10-12	(d) measures used by district for teacher evaluation	US History and Government Regents

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.	<p>In grades 1-5, calculations will be used to determine the percentage of students moving from Level 2 to a Level 3 or Level 4.</p> <p>In grades 6-8, calculations will be used to determine the percentage of students moving from Level 2 to a Level 3 or Level 4.</p> <p>In grade 9, the passing rate for students sitting for the exam will be averaged. A goal is set to exceed a passing rate of 70% of the students tested.</p> <p>In grades 10-12, the passing rate for students sitting for the exam will be averaged. A goal is set to exceed a passing rate of 75% of the students tested.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Gr. 1-5 = (14-15 points) See Elem. Principal Chart</p> <p>Gr. 6-8 = (14-15 points) See Middle School Principal Chart</p> <p>Gr. 9 = (14-15 points) See Freshman Center Principal Chart</p> <p>Gr. 10-12 = (14-15 points) See High School Principal Chart</p>

<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Gr. 1-5 = (8-13 points) See Elem. Principal Chart Gr. 6-8 = (8-13 points) See Middle School Principal Chart Gr. 9 = (8-13 points) See Freshman Center Principal Chart Gr. 10-12 = (8-13 points) See High School Principal Chart</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Gr. 1-5 = (3-7 points) See Elem. Principal Chart Gr. 6-8 = (3-7 points) See Middle School Principal Chart Gr. 9 = (3-7 points) See Freshman Center Principal Chart Gr. 10-12 = (3-7 points) See High School Principal Chart</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Gr. 1-5 = (0-2 points) See Elem. Principal Chart Gr. 6-8 = (0-2 points) See Middle School Principal Chart Gr. 9 = (0-2 points) See Freshman Center Principal Chart Gr. 10-12 = (0-2 points) See High School Principal Chart</p>

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

(No response)

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

assets/survey-uploads/5366/132078-qBFVOWF7fC/Locally selected measures 15 points for principals_1.pdf

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
Kindergarten only	(i) Student Learning Objectives	District-Developed Kindergarten Comprehensive Assessment of Mathematics (KCAM)

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.	See attached document.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K: 85% - 100% = (18-20 points)
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K: 40% - 84% = (9-17 points)

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. K: 10% - 39% = (3-8 points)

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. K: Below 10% = (0-2 points)

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.

assets/survey-uploads/5366/132078-T8MIGWUVm1/Locally selected measures 20 points Kindergarten.pdf

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.

(No response)

8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances | If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing. Check

8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent. Check

9. Other Measures of Effectiveness (Principals)

Created Friday, May 18, 2012

Updated Wednesday, August 29, 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.

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(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.

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The District will use the Kim Marshall rubric for assigning points for the "other measures" component. The result of the 60 components of the rubric will be totaled to indicate a relative score to be compared to a perfect score. HEDI scoring bands will be used to determine the principals score in this area. School visits for a probationary administrator will consist of 3 announced visits and 1 unannounced visit by the trained supervisor. School visits for a tenured administrator will consist of 2 announced visits and 1 visit unannounced by the trained supervisor.

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/5143/131157-pMADJ4gk6R/Principals Other Measures 60 points.pdf](#)

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

Highly Effective: Overall performance and results exceed standards.	The completion of the Marshall Rubric will yield data useful in identifying the evaluative performance for each principal.
Effective: Overall performance and results meet standards.	The completion of the Marshall Rubric will yield data useful in identifying the evaluative performance for each principal.
Developing: Overall performance and results need improvement in order to meet standards.	The completion of the Marshall Rubric will yield data useful in identifying the evaluative performance for each principal.
Ineffective: Overall performance and results do not meet standards.	The completion of the Marshall Rubric will yield data useful in identifying the evaluative performance for each principal.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60 = 197 points and above
Effective	57-58 = 193 - 196 points
Developing	50-56 = 172-192 points
Ineffective	0-49 = 171points and below

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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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 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	59-60 = 197 points and above
Effective	57-58 = 193 - 196 points
Developing	50-56= 172 - 192 points
Ineffective	0-49 = 171 points and below

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 Tuesday, May 22, 2012

Updated Wednesday, August 29, 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/5276/132080-Df0w3Xx5v6/BPSO PIP.doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

See BPSO MOA Appendix A document - Appeals Process

The appeals process for the 2012-13 school year is enclosed with the NYSED form electronically submitted online (See Appendix A). The Administrator Appeal Procedure (Appendix A of the Collective Bargaining Agreement) presently in place will sunset on June 30, 2013 and be null and void. The parties agree to renegotiate this appeal process and implement said new appeals process in accordance with the law prior to the expiration of the existing Procedure on June 30, 2013.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Brentwood Union Free School District will ensure that all lead evaluators/evaluators are properly trained and certified, as necessary, to complete an individual's performance review. Evaluator training will be conducted by Eastern Suffolk BOCES or by contract with outside trainers. Lead evaluator training will be conducted in accordance with the certification requirements as per the commissioner's regulations. The training will include the following: NYS Teaching Standards, evidence-based observation, application and use of Student Growth Percentile and Value Added Growth Model data, application and use of the State-approved teacher and principal rubrics, application and use of any assessment tools used to evaluate teachers, application and use of State-approved locally selected measures of student achievement, use of Statewide Instructional Reporting System, scoring methodology used to evaluate teachers, specific considerations in evaluating teachers of ELLs and students with disabilities.

The Superintendent or his designee will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators.

The Superintendent or his designee will ensure that lead evaluators and/or other qualified trainers participate in annual training and are recertified on an annual basis. Eastern Suffolk BOCES will be utilized to provide the training and recertification.

Inter-rater reliability was a significant component of lead evaluator training. The group viewed video clips of classroom instruction, applied the rubric, discussed observations based on evidence and translated rubric results into appropriate ratings. Differences in ratings were discussed as the group worked to build consensus based on the observable evidence from classroom instruction. Additional training will be provided throughout the year, as needed. Recertification of lead evaluators will take place on an annual basis.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, May 22, 2012

Updated Thursday, August 30, 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/5581/132082-3Uqgn5g9Iu/Section 12 signoff for resubmission 2_1.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Brentwood Union Free School District
 APPR Scoring Methodology for the 20% SLO as Comparable Growth Measures
 2012-2013

0-100% Scale Conversion Chart	
Based on 100% Scale	Converted to 20 Point Scale
Ineffective	
0-15	0
16-32	1
33-50	2
Developing	
51	3
52	4
53-54	5
55-56	6
57-58	7
59-60	8
Effective	
61-62	9
63-64	10
65-66	11
67-69	12
70-72	13
73-75	14
76-78	15
79-81	16
82-84	17
Highly Effective	
85-89	18
90-94	19
95-100	20

Brentwood Union Free School District
 APPR Scoring Methodology for the 15% Local
 (for teachers in grades for which there is an approved value-added measure)
 2012-2013

0-100% Scale Conversion Chart	
Based on 100% Scale	Converted to 15 Point Scale
Ineffective	
0-15	0
16-32	1
33-50	2
Developing	
51	3
52	4
53-54	5
55-57	6
58-60	7
Effective	
61-63	8
64-66	9
67-69	10
70-74	11
75-79	12
80-84	13
Highly Effective	
85-92	14
93-100	15

Brentwood Union Free School District
 APPR Scoring Methodology for the 20% Local
 2012-2013

0-100% Scale Conversion Chart	
Based on 100% Scale	Converted to 20 Point Scale
Ineffective	
0-15	0
16-32	1
33-50	2
Developing	
51	3
52	4
53-54	5
55-56	6
57-58	7
59-60	8
Effective	
61-62	9
63-64	10
65-66	11
67-69	12
70-72	13
73-75	14
76-78	15
79-81	16
82-84	17
Highly Effective	
85-89	18
90-94	19
95-100	20

Brentwood Union Free School District
 APPR Scoring Methodology for the 60% Other Measures of Effectiveness
 2012-2013

Rubric Score to Sub-Component Conversion Chart	
Total Average Rubric Score	Conversion Score for Composite
Ineffective	
1.0	0
1.1	12
1.2	25
1.3	37
1.4	49
Developing	
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2.0	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
Effective	
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3.0	58
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8
Highly Effective	
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4.0	60

PROPOSED SCORING RUBRIC FOR KIM MARSHALL EVALUATION TOOL

OTHER MEASURES INCLUDED IN EVALAUTION

<u>SCORING RANGE</u>	<u>POINTS AWARDED</u>	
<u>200 points and above</u>	<u>60</u>] HIGHLY EFFECTIVE
<u>197 to 199</u>	<u>59</u>	
<u>194 to 196</u>	<u>58</u>] EFFECTIVE
<u>193 to 195</u>	<u>57</u>	
<u>190 to 192</u>	<u>56</u>] DEVELOPING
<u>187 to 189</u>	<u>55</u>	
<u>184 to 186</u>	<u>54</u>	
<u>181 to 183</u>	<u>53</u>	
<u>178 to 180</u>	<u>52</u>	
<u>175 to 177</u>	<u>51</u>	
<u>172 to 174</u>	<u>50</u>	
<u>169 to 171</u>	<u>49</u>] INEFFECTIVE
<u>166 to 168</u>	<u>48</u>	
<u>163 to 165</u>	<u>47</u>	
<u>160 to 162</u>	<u>48</u>	
<u>157 to 159</u>	<u>47</u>	
<u>154 to 156</u>	<u>46</u>	
<u>151 to 153</u>	<u>45</u>	
<u>148 to 150</u>	<u>44</u>	
<u>145 to 147</u>	<u>43</u>	

<u>142 to 144</u>	<u>42</u>
<u>139 to 141</u>	<u>41</u>
<u>136 to 138</u>	<u>40</u>
<u>133 to 135</u>	<u>39</u>
<u>130 to 132</u>	<u>38</u>
<u>127 to 129</u>	<u>37</u>
<u>124 to 126</u>	<u>36</u>
<u>121 to 123</u>	<u>35</u>
<u>118 to 120</u>	<u>34</u>
<u>115 to 117</u>	<u>33</u>
<u>112 to 114</u>	<u>32</u>
<u>109 to 111</u>	<u>31</u>
<u>106 to 108</u>	<u>30</u>
<u>103 to 105</u>	<u>29</u>
<u>100 to 102</u>	<u>28</u>
<u>97 to 99</u>	<u>27</u>
<u>94 to 96</u>	<u>26</u>
<u>91 to 93</u>	<u>25</u>
<u>88 to 90</u>	<u>24</u>
<u>85 to 87</u>	<u>23</u>
<u>82 to 84</u>	<u>22</u>
<u>79 to 81</u>	<u>20</u>
<u>76 to 78</u>	<u>19</u>
<u>75 to 77</u>	<u>18</u>
<u>72 to 74</u>	<u>17</u>

INEFFECTIVE

<u>69 to 71</u>	<u>16</u>
<u>66 to 68</u>	<u>15</u>
<u>63 to 65</u>	<u>14</u>
<u>60 to 62</u>	<u>13</u>
<u>57 to 59</u>	<u>12</u>
<u>54 to 56</u>	<u>11</u>
<u>51 to 53</u>	<u>10</u>
<u>48 to 50</u>	<u>9</u>
<u>45 to 47</u>	<u>8</u>
<u>42 to 44</u>	<u>7</u>
<u>39 to 41</u>	<u>6</u>
<u>36 to 38</u>	<u>5</u>
<u>33 to 35</u>	<u>4</u>
<u>30 to 32</u>	<u>3</u>
<u>27 to 29</u>	<u>2</u>
<u>24 to 26</u>	<u>1</u>
<u>21 and below</u>	<u>0</u>

INEFFECTIVE

Kindergarten Principals

Since there are no State Assessments for Grade K, it is necessary to develop Student Learning Objectives to be used in place of the State provided Growth Scores for the evaluation of our principals who service ONLY Kindergartners. We would suggest the use of the locally developed Benchmark Assessment which is administered multiple times during the school year. This Benchmark Assessment measures Literacy, Alphabet Recognition, Alphabetic Phonetics, Reading Readiness and Reading Comprehension. We propose that each student's baseline score be determined in Sept/Oct at the time of first administration of the Benchmark Exam.

An average baseline percentile will be determined for this cohort of Kindergartners. The distance from "perfect performance" or the 100th percentile will be calculated. A goal will be set to improve the performance of these students. The principals will employ instructional leadership and monitoring of the instructional process to assist in this improvement. A target for success will be set at improving the performance of this cohort by 40% of the distance between the average score and the 100th percentile. To determine this, we will compare the performance of the students on the Sept/Oct administration and the May/June administration.

Student Population All students will be included in the sample provided that they are enrolled on BEDS Day and remain continuously enrolled until the May/June administration of the Benchmark Exam

Learning Content—This Benchmark Exam measures curriculum content clearly contained within the NYS Common Core Standards.

Interval of Instructional Time—from Sept/Oct to May/June, roughly equivalent to one school year of instruction.

Evidence—Collective individual performance data is available from these 2 administrations of the Benchmark Exam.

HEDI Criteria—A scoring rubric will be negotiated to demonstrate a range of performance by the Principal.

Rationale—The selection of the Benchmark Exam which measures reading readiness among other indicators is the pivotal factor in predicting student success in the primary grades.

HEDI CRITERIA

S	47%+	20	
T	46%	19	Highly Effective
U	45%	18	
D	44%	17	
E	43%	16	
N	42%	15	
T	41%	14	
	40%	13	Effective
I	39%	12	
M	38%	11	
P	37%	10	
R	36%	9	
O	35%	8	
V	34%	7	
E	33%	6	
M	32%	7	
E	31%	6	Developing
N	30%	5	
T	29%	4	
%	28%	3	
	27%	2	
	26%	1	Ineffective
	25% or less	0	

ELEMENTARY PRINCIPALS LOCALLY SELECTED MEASURES - 15 POINTS

PERCENTAGE OF COHORT MOVING FROM LEVEL 2 TO 3 OR LEVEL 2 TO 4

HEDI CRITERIA		POINTS
HIGHLY EFFECTIVE		
8.3% and over		15
7.7% to 8.2%		14
EFFECTIVE		
7.2% to 7.6%		13
6.6% to 7.1%		12
6.0% to 6.5%		11
5.4% to 5.9%		10
4.8% to 5.3%		9
4.2% to 4.7%		8
DEVELOPING		
3.6% to 4.1%		7
3.0% to 3.5%		6
2.4% to 2.9%		5
1.8% to 2.3%		4
1.2% to 1.7%		3
INEFFECTIVE		
.6% to 1.1%		2
.1% to .5%		1
NO IMPROVEMENT		0

ALL HUNDRETHS
PLACE DECIMALS
WILL BE ROUNDED
UP TO TENTHS

E.G. 4.43% = 4.5% AND 4.89% = 4.9%

MIDDLE SCHOOL PRINCIPALS LOCALLY SELECTED MEASURES - 15 POINTS

PERCENTAGE OF COHORT MOVING FROM LEVEL 2 TO 3 AND LEVEL 2 TO 4

HEDI CRITERIA		POINTS
HIGHLY EFFECTIVE		
8.3% and over		15
7.7% to 8.2%		14
EFFECTIVE		
7.2% to 7.6%		13
6.6% to 7.1%		12
6.0% to 6.5%		11
5.4% to 5.9%		10
4.8% to 5.3%		9
4.2% to 4.7%		8
DEVELOPING		
3.6% to 4.1%		7
3.0% to 3.5%		6
2.4% to 2.9%		5
1.8% to 2.3%		4
1.2% to 1.7%		3
INEFFECTIVE		
.6% to 1.1%		2
.1% to .5%		1
NO IMPROVEMENT		0

ALL HUNDRETHS
PLACE DECIMALS
WILL BE ROUNDED UP
TO TENTHS

E.G. 4.43% = 4.5% AND 4.89% = 4.9%

FRESHMAN CENTER PRINCIPAL LOCALLY SELECTED MEASURES - 15 POINTS

PERCENTAGE OF STUDENTS ACHIEVING 65% OR BETTER ON THE EARTH SCIENCE REGENTS EXAM IN JUNE 2013

HEDI CRITERIA		
	HIGHLY EFFECTIVE	
78% or higher		15
75% to 77%		14
	EFFECTIVE	
73% to 74%		13
71% to 72%		12
68% to 70%		11
65% to 67%		10
62% to 64%		9
59% to 61%		8
	DEVELOPING	
57% to 58%		7
55% to 56%		6
52% to 54%		5
49% to 51%		4
46% to 48%		3
	INEFFECTIVE	
43% to 45%		2
40% to 42%		1
39% and below		0

ALL FRACTIONAL
PERCENTAGES WILL BE
ROUNDED UP

HIGH SCHOOL PRINCIPAL LOCALLY SELECTED MEASURES - 15 POINTS

PERCENTAGE OF TESTED STUDENTS SCORING 65% OR HIGHER ON THE U.S. HISTORY GOVERNMENT REGENTS

HEDI CRITERIA		
	HIGHLY EFFECTIVE	
78% or higher		15
75% to 77%		14
	EFFECTIVE	
73% to 74%		13
71% to 72%		12
68% to 70%		11
65% to 67%		10
62% to 64%		9
59% to 61%		8
	DEVELOPING	
57% to 58%		7
55% to 56%		6
52% to 54%		5
49% to 51%		4
46% to 48%		3
	INEFFECTIVE	
43% to 45%		2
40% to 42%		1
39% and below		0

ALL FRACTIONAL
PERCENTAGES WILL BE
ROUNDED UP

Locally Selected Measures of Evaluation for Principals

Kindergarten

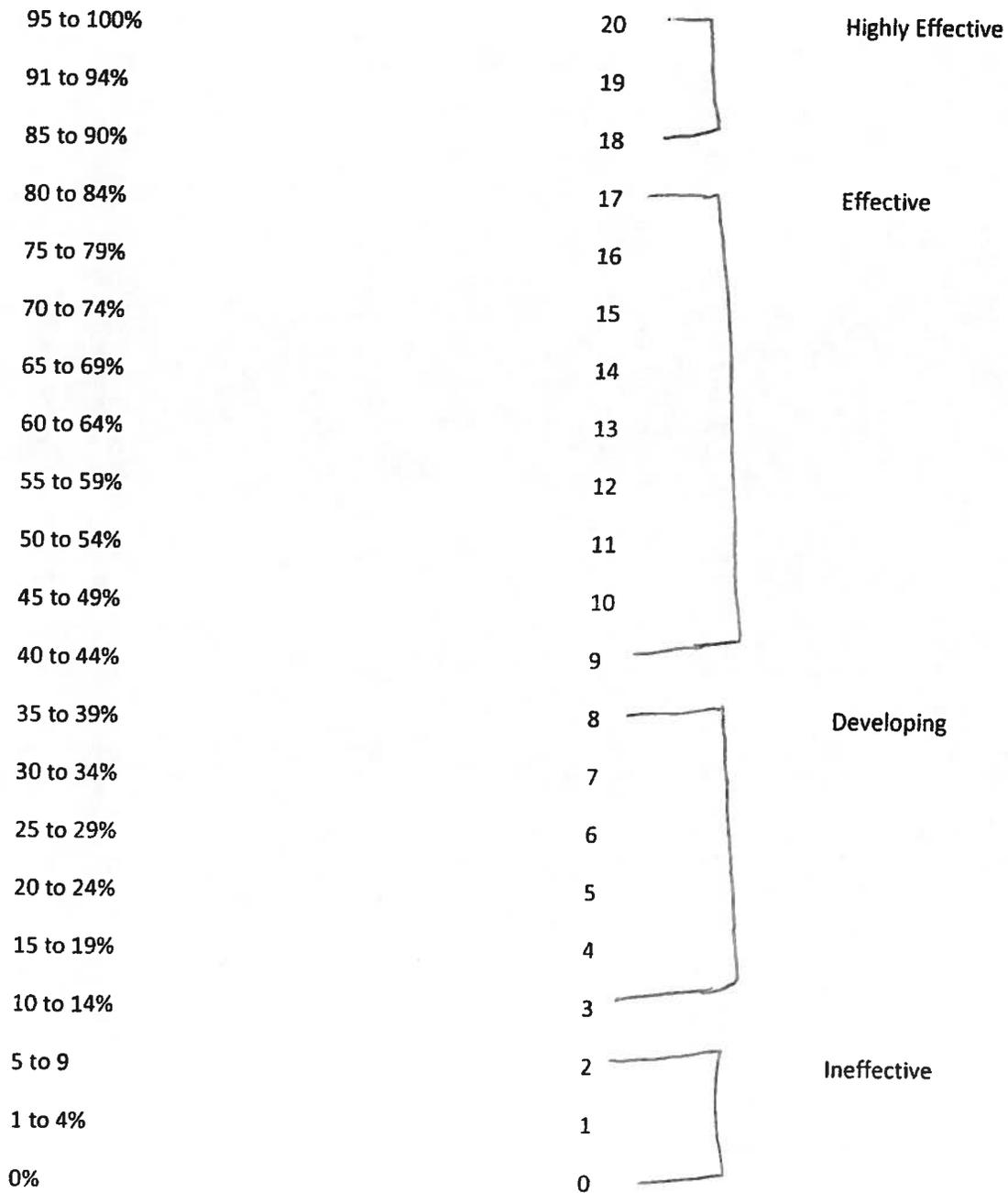
We propose that the assessment used for the Locally Selected Measure be the district developed K.C.A.M., the Kindergarten Comprehensive Assessment of Mathematics. The assessment is administered to all students a number of times during each school year. The assessment is aligned with the Common Core Standards of New York State. After the final administration of the assessment, the student's raw score is converted to a progress status as demonstrated by the table below.

<u>Total Points Earned</u>	<u>Performance Level</u>
0-19	Novice
20-39	Beginner
40-49	Developing
50-60	Secure

We propose that each of the district principals who lead schools which contain predominately Grade K be evaluated by assessing the percentage of students who achieve the "secure" status after a full year of instruction

Student Population—All students who are enrolled on BEDS day and remain continuously enrolled until the testing day in June. Only students who obtain a KCAM score on the final administration will be included in the performance sample

Percentage of Students Achieving "Secure" Status on June KCAM



The Teacher Improvement Plan (TIP)

For teachers who are rated “Developing” or “Ineffective,” school districts are required to develop and implement a Teacher Improvement Plan (TIP) as soon as possible, but no later than 10 school days after the date on which teachers are required to report prior to the opening of classes for the school year. The sole purpose of the TIP is the improvement of teaching practice. The goal of a TIP is to provide resources and support for teachers rated “Developing” or “Ineffective” and is not to be considered disciplinary in nature. The TIP will be developed in collaboration with the assigned evaluator, the teacher, and a representative from the BTA. Collaboratively, they will determine the strategies to be undertaken to correct any deficiencies. The TIP identifies areas in need of improvement, establishes 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 these areas.

Teacher: _____

Building: _____

Grade/Subject: _____

Evaluator: _____

BTA Representative: _____

Effective Date: _____

Priority Order	Areas 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 support the district will make available.

Assignment of a Mentor Teacher: Yes / No

Name of Mentor: _____

The teacher, evaluator, mentor (if applicable), and BTA representative shall meet on the following date _____ 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. See Page 3 of TIP.

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

BTA Representative's Signature: _____ Date: _____

OR Teacher's Initials Waiving BTA Representation: _____ Date: _____

TIP Meeting Dates

Meeting Date: _____

Evaluator's Comments:

Teacher's Comments:

Meeting Date: _____

Evaluator's Comments:

Teacher's Comments:

Meeting Date: _____

Evaluator's Comments:

Teacher's Comments:

Recommendation for Results of TIP

- Overall, the teacher has met the performance goals identified within the TIP.
- The teacher has not met the performance goals.

Brentwood
Principals Improvement Plan (P.I.P.)

This form is to be used when a principal receives a developing or ineffective rating on the year end evaluation.

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline:

Required and Accessible Resources:

Date(s) of formative evaluation:

Evidence of Goal Achievement:

Record of meetings, observations, conferences, support activities, professional development, etc.

ACTIVITY	DATE	NOTE (if necessary)

Signatures of principal, BPSO representative, and supervisor indicating awareness of the plan to help the principal improve.

POSITION	NAME	SIGNATURE	DATE
Principal			
BPSO Representative			
Supervisor			

A copy of this P.I.P. must be submitted to the Superintendent of Schools.

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: 8/30/12

Joseph C. Bond

Teachers Union President Signature: Date:

Ken W Coyne 8/30/12

Administrative Union President Signature: Date:

Richard Lechner 8/30/12

Board of Education President Signature: Date:

Helen N Moss 8/30/12