



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

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June 15, 2015

Revised

Mr. Timothy Conway, Superintendent
Brewster Central School District
30 Farm to Market Road
Brewster, NY 10509

Dear Superintendent Conway:

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. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,

Elizabeth R. Berlin
Acting Commissioner

Attachment

c: Dr. James T. Langlois

NOTE:

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

Annual Professional Performance Reviews

Created: 04/30/2013

Last updated: 05/15/2015

The contents of this form represent the Annual Professional Performance Review Plan for classroom teachers and building principals of . The primary objective of teacher and principal evaluation is to provide educators the feedback they need to improve instruction and help every student attain college and career readiness. Pursuant to Education Law Section 3012-c, this Annual Professional Performance Review Plan is being submitted to the Commissioner on behalf of for the review of all its classroom teachers and building principals. Once approved, will post this form online for all member of the community so everyone understands what expects of its classroom teachers and building principals.

NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also 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

480601060000

1.2) School District Name:

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

Brewster Central School District

1.3) Assurances

Please check all of the boxes below:

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
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
Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval	Checked

1.4) Submission Status

For districts, BOCES, or charter schools that did not have an approved APPR plan in the previous school year, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES, or charter schools that did have an approved APPR plan for the previous school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created: 04/30/2013

Last updated: 05/21/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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 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, 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:

Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
Assure that the State-provided growth measure will be used if a value-added measure has not been approved.	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: grade 8 Science, 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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	District Developed Kindergarten End of Year ELA Unit Summary Assessment
1	District, regional, or BOCES-developed assessment	District Developed Grade 1 End of Year ELA Unit Summary Assessment
2	District, regional, or BOCES-developed assessment	District Developed Grade 2 End of Year ELA Unit Summary Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>For grades, K-3 using historical data, teachers will collaborate with building administrators and district office personnel to establish individual growth targets for each student. A HEDI score will be determined based upon the percentage of students meeting their targets. In the event that principals and teachers can't make a decision, the APPR Committee will have the final say.</p> <p>Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The district will be developing the score ranges for Highly Effective at a range of 85-100% meeting targets. 20 points will equal 90% or above of students meeting targets; 19 points will equal 88-89% of students meeting targets; 18 points will equal 85-87% of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The district will be developing the score ranges for Effective at a range of 65-84% meeting targets. 17 points will equal 83-84% of students meeting targets; 16 points will equal 81-82% of students meeting targets; 15 points will equal 79-80% of students meeting targets; 14 points will equal 77-78% of students meeting targets; 13 points will equal 75-76% of students meeting targets; 12 points will equal 73-74% of students meeting targets; 11 points will equal 71-72% of students meeting targets; 10 points will equal 69-70% of students meeting targets; and 9 points will equal 65-68% or above of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The district will be developing the score ranges for Developing at a range of 50-64% meeting targets. 8 points will equal 60-64% of students meeting targets; 7 points will equal 58-59% of students meeting targets; 6 points will equal 56-57% of students meeting targets; 5 points will equal 54-55% of students meeting targets; 4 points will equal 52-53% of students meeting targets; 3 points will equal 50-51% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The district will be developing the score ranges for Ineffective at or below 49% meeting targets. 0 points will equal 0-28% of students meeting the targets; 1 point will equal 29-38% of students meeting targets; 2 points will equal 39-49% of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.

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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	District, regional, or BOCES-developed assessment	District Developed Kindergarten Summative Math Computation Assessment
1	District, regional, or BOCES-developed assessment	District Developed Grade 1 Summative Math Computation Assessment
2	District, regional, or BOCES-developed assessment	District Developed Grade 2 Summative Math Computation Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For grades K-3, using historical data, teachers will collaborate with building administrators and district office personnel to establish individual growth targets for each student. A HEDI score will be determined based upon the percentage of students meeting their targets. In the event that principals and teachers can't make a decision, the APPR Committee will have the final say.</p> <p>Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>The district will be developing the score ranges for Highly Effective at a range of 85-100% meeting targets. 20 points will equal 90% or above of students meeting targets; 19 points will equal 88-89% of students meeting targets; 18 points will equal 85-87% of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>The district will be developing the score ranges for Effective at a range of 65-84% meeting targets. 17 points will equal 83-84% of students meeting targets; 16 points will equal 81-82% of students meeting targets; 15 points will equal 79-80% of students meeting targets; 14 points will equal 77-78% of students meeting targets; 13 points will equal 75-76% of students meeting targets; 12 points will equal 73-74% of students meeting targets; 11 points will equal 71-72% of students meeting targets; 10 points will equal 69-70% of students meeting targets; and 9 points will equal 65-68% or above of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>The district will be developing the score ranges for Developing at a range of 50-64% meeting targets. 8 points will equal 60-64% of students meeting targets; 7 points will equal 58-59% of students meeting targets; 6 points will equal 56-57% of students meeting targets; 5 points will equal 54-55% of students meeting targets; 4 points will equal 52-53% of students meeting targets; 3 points will equal 50-51% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>The district will be developing the score ranges for Ineffective at below 49% meeting targets. 2 points will equal 39-49% of students meeting targets; 1 point will equal 29-38% of students meeting targets 0 points will equal 0-28% of students meeting targets Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>

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	School- or BOCES-wide, group or team results based on State assessments	Living Environment Regents Examination

7	School- or BOCES-wide, group or team results based on State assessments	Living Environment Regents Examination
	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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>For grades 6 and 7, utilizing historical data, teachers building administrators and District office personnel will establish a target that 85% of students will achieve the minimum rigor expectation for growth of 65 or better on the Living Environment Regents Examination. Teachers will receive HEDI points based upon the percentage of students school-wide meeting targets.</p> <p>For grade 8, only the Living Environment Regents will be given. This process is addressed in All Other Courses Task 2.10. However, in the event that a grade 8 Science course administers the NYS Science Assessment, using historical data, teachers, building administrators, and District personnel will establish a target that 85% of students will receive the minimum rigor expectation for growth of 3 or better. Teachers will receive HEDI points based upon the percentage of students meeting targets.</p> <p>Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	<p>The district will be developing the score ranges for Highly Effective at a range of 85-100% meeting targets.</p> <p>20 points will equal 90% or above of students meeting targets; 19 points will equal 88-89% of students meeting targets; 18 points will equal 85-87% of students meeting targets.</p> <p>Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	<p>The district will be developing the score ranges for Effective at a range of 65-84% meeting targets.</p> <p>17 points will equal 83-84% of students meeting targets; 16 points will equal 81-82% of students meeting targets; 15 points will equal 79-80% of students meeting targets; 14 points will equal 77-78% of students meeting targets; 13 points will equal 75-76% of students meeting targets; 12 points will equal 73-74% of students meeting targets; 11 points will equal 71-72% of students meeting targets; 10 points will equal 69-70% of students meeting targets; and 9 points will equal 65-68% or above of students meeting targets.</p> <p>Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	<p>The district will be developing the score ranges for Developing at a range of 50-64% meeting targets.</p> <p>8 points will equal 60-64% of students meeting targets; 7 points will equal 58-59% of students meeting targets; 6 points will equal 56-57% of students meeting targets; 5 points will equal 54-55% of students meeting targets; 4 points will equal 52-53% of students meeting targets; 3 points will equal 50-51% of students meeting targets;</p> <p>Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The district will be developing the score ranges for Ineffective at below 49% meeting targets. 2 points will equal 39-49% of students meeting targets; 1 point will equal 29-38% of students meeting targets 0 points will equal 0-28% of students meeting targets Targets are based upon historical data and disaggregated according to state-approved demographic information.
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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	School- or BOCES-wide, group or team results based on State assessments	Living Environment Regents Examination
7	School- or BOCES-wide, group or team results based on State assessments	Living Environment Regents Examination
8	School- or BOCES-wide, group or team results based on State assessments	Living Environment Regents Examination

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 measuring student growth on the assessments listed for this Task.

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.	For grades 6-8 Social Studies, utilizing historical data, teachers, building administrators and District office personnel will establish a target that 85% of students will achieve the minimum rigor expectation for growth of 65 or better on the Living Environment Regents examination. Teachers will receive HEDI points based upon the percentage of students school-wide meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The district will be developing the score ranges for Highly Effective at a range of 85-100% meeting targets. 20 points will equal 90% or above of students meeting targets; 19 points will equal 88-89% of students meeting targets; 18 points will equal 85-87% of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.
Effective (9 - 17 points) Results meet District goals for similar students.	The district will be developing the score ranges for Effective at a range of 65-84% meeting targets. 17 points will equal 83-84% of students meeting targets; 16 points will equal 81-82% of students meeting targets; 15 points will equal 79-80% of students meeting targets; 14 points will equal 77-78% of students meeting targets; 13 points will equal 75-76% of students meeting targets; 12 points will equal 73-74% of students meeting targets; 11 points will equal 71-72% of students meeting targets; 10 points will equal 69-70% of students meeting targets; and 9 points will equal 65-68% or above of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.

Developing (3 - 8 points) Results are below District goals for similar students.	The district will be developing the score ranges for Developing at a range of 50-64% meeting targets. 8 points will equal 60-64% of students meeting targets; 7 points will equal 58-59% of students meeting targets; 6 points will equal 56-57% of students meeting targets; 5 points will equal 54-55% of students meeting targets; 4 points will equal 52-53% of students meeting targets; 3 points will equal 50-51% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The district will be developing the score ranges for Ineffective at below 49% meeting targets. 2 points will equal 39-49% of students meeting targets; 1 point will equal 29-38% of students meeting targets 0 points will equal 0-28% of students meeting targets Targets are based upon historical data and disaggregated according to state-approved demographic information.

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	School-/BOCES-wide group/team results based on State assessments	No students will be taking the Global I course in 2014-15. Thereafter, the Global II Regents will be used.

	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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>For Global II and American History, utilizing historical data, teachers, building administrators and District office personnel will establish a target that 85% of students will achieve the minimum rigor expectation for growth of 65 or better on the Global II Regents Examination, and 85% of the students will achieve the minimum rigor expectation for growth of 65 or better on the American History Regents Examination. Teachers will receive HEDI points based upon the percentage of students meeting targets.</p> <p>Due to a readjustment in course sequencing, no students will be taking Global I in the 2014-15 school year. From 2015-16 and thereafter, when Global I is administered, utilizing historical data, teachers, building administrators and District office personnel will establish a target that 85% of students will achieve the minimum rigor expectation for growth of 65 or better on the Global II Regents Examination. Teachers will receive HEDI points based upon the percentage of students school-wide meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The district will be developing the score ranges for Highly Effective at a range of 85-100% meeting targets. 18 points will equal 85-87% of students meeting targets; 19 points will equal 88-89% of students meeting targets; 20 points will equal 90% or above of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.
Effective (9 - 17 points) Results meet District goals for similar students.	The district will be developing the score ranges for Effective at a range of 65-84% meeting targets. 17 points will equal 83-84% of students meeting targets; 16 points will equal 81-82% of students meeting targets; 15 points will equal 79-80% of students meeting targets; 14 points will equal 77-78% of students meeting targets; 13 points will equal 75-76% of students meeting targets; 12 points will equal 73-74% of students meeting targets; 11 points will equal 71-72% of students meeting targets; 10 points will equal 69-70% of students meeting targets; and 9 points will equal 65-68% or above of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.
Developing (3 - 8 points) Results are below District goals for similar students.	The district will be developing the score ranges for Developing at a range of 50-64% meeting targets. 8 points will equal 60-64% of students meeting targets; 7 points will equal 58-59% of students meeting targets; 6 points will equal 56-57% of students meeting targets; 5 points will equal 54-55% of students meeting targets; 4 points will equal 52-53% of students meeting targets; 3 points will equal 50-51% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The district will be developing the score ranges for Ineffective at below 49% meeting targets. 2 points will equal 39-49% of students meeting targets; 1 point will equal 29-38% of students meeting targets 0 points will equal 0-28% of students meeting targets Targets are based upon historical data and disaggregated according to state-approved demographic information.

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 measuring student growth on the assessments listed for this Task.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Collaboration among teachers, building administrators and District office personnel to determine targets based upon historical data that 85% of all students taking the Living Environment Regents will achieve the minimum rigor expectation for growth of score 65 or higher score. In Earth Science, 85% of all students taking the Earth Science Regents will pass the minimum rigor expectation for growth of 65 or higher score. For Chemistry, 85% of all students will pass the Chemistry Regents with the minimum rigor expectation for growth of 65 or higher score. For Physics, 85% of all students will pass the Physics Regents with the minimum rigor expectation for growth of 65 or higher score. Teachers will receive HEDI points based upon the percentage of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>The district will be developing the score ranges for Highly Effective at a range of 85-100% meeting targets. 20 points will equal 90% or above of students meeting targets; 19 points will equal 88-89% of students meeting targets; 18 points will equal 85-87% of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>The district will be developing the score ranges for Effective at a range of 65-84% meeting targets. 17 points will equal 83-84% of students meeting targets; 16 points will equal 81-82% of students meeting targets; 15 points will equal 79-80% of students meeting targets; 14 points will equal 77-78% of students meeting targets; 13 points will equal 75-76% of students meeting targets; 12 points will equal 73-74% of students meeting targets; 11 points will equal 71-72% of students meeting targets; 10 points will equal 69-70% of students meeting targets; and 9 points will equal 65-68% or above of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>The district will be developing the score ranges for Developing at a range of 50-64% meeting targets. 8 points will equal 60-64% of students meeting targets; 7 points will equal 58-59% of students meeting targets; 6 points will equal 56-57% of students meeting targets; 5 points will equal 54-55% of students meeting targets; 4 points will equal 52-53% of students meeting targets; 3 points will equal 50-51% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>The district will be developing the score ranges for Ineffective at below 49% meeting targets. 2 points will equal 39-49% of students meeting targets; 1 point will equal 29-38% of students meeting targets 0 points will equal 0-28% of students meeting targets Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>

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 measuring student growth on the assessments listed for this Task.

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Collaboration among teachers, building administrators and District office personnel to determine targets based upon historical data that for students taking the Common Core Algebra Regents that 85% of all students will achieve the minimum rigor expectation for growth of score 65 or better on the Common Core Algebra Regents. For students taking the 2005 Geometry Regents 85% of all students will pass the 2005 Geometry Regents with the minimum rigor expectation for growth of 65 or higher score (January 2016 is the last time that students will be able to take both the 2005 standards Geometry exam in addition to the Common Core aligned Geometry exam and the higher of the two scores will be used). For students taking the Algebra II/ Trigonometry Regents 85% of all students will pass the Algebra II / Trigonometry Regents with the minimum rigor expectation for growth of 65 or higher score.</p> <p>Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>The district will be developing the score ranges for Highly Effective at a range of 85-100% meeting targets. 20 points will equal 90% or above of students meeting targets; 19 points will equal 88-89% of students meeting targets; 18 points will equal 85-87% of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>The district will be developing the score ranges for Effective at a range of 65-84% meeting targets. 17 points will equal 83-84% of students meeting targets; 16 points will equal 81-82% of students meeting targets; 15 points will equal 79-80% of students meeting targets; 14 points will equal 77-78% of students meeting targets; 13 points will equal 75-76% of students meeting targets; 12 points will equal 73-74% of students meeting targets; 11 points will equal 71-72% of students meeting targets; 10 points will equal 69-70% of students meeting targets; and 9 points will equal 65-68% or above of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>The district will be developing the score ranges for Developing at a range of 50-64% meeting targets. 8 points will equal 60-64% of students meeting targets; 7 points will equal 58-59% of students meeting targets; 6 points will equal 56-57% of students meeting targets; 5 points will equal 54-55% of students meeting targets; 4 points will equal 52-53% of students meeting targets; 3 points will equal 50-51% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	<p>The district will be developing the score ranges for Ineffective at below 49% meeting targets.</p> <p>2 points will equal 39-49% of students meeting targets; 1 point will equal 29-38% of students meeting targets 0 points will equal 0-28% of students meeting targets</p> <p>Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
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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	School-/BOCES-wide group/team results based on State assessments	Earth Science Regents
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	Earth Science Regents
Grade 11 ELA	Regents assessment	Common Core English Regents

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

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents in addition to the Common Core English Regents, or just the latter, how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>The English Regents was moved from 10th to 11th grade, so no students will be taking the English Regents in the 2014-15 school year. From 2015-16 and thereafter, the Common Core English Regents will be administered to grade 11 students. Utilizing historical data, teachers, building administrators and District Office personnel will establish a target that 85% of all students will receive the minimum rigor expectation for growth of 65 or better on the Regents assessment. A HEDI score will be determined for each teacher based upon the percentage of students meeting their targets.</p> <p>For grades 9 and 10 ELA, using historical data, teachers, building administrators and District Office personnel will establish a target that 85% of all students will achieve the minimum rigor expectation for growth of 65 or better on the Earth Science Regents. A HEDI score will be determined for each teacher based upon the percentage of students school-wide meeting their targets.</p> <p>Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	<p>The district will be developing the score ranges for Highly Effective at a range of 85-100% meeting targets.</p> <p>20 points will equal 90% or above of students meeting targets; 19 points will equal 88-89% of students meeting targets; 18 points will equal 85-87% of students meeting targets.</p> <p>Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>

Effective (9 - 17 points) Results meet District goals for similar students.	<p>The district will be developing the score ranges for Effective at a range of 65-84% meeting targets.</p> <p>17 points will equal 83-84% of students meeting targets; 16 points will equal 81-82% of students meeting targets; 15 points will equal 79-80% of students meeting targets; 14 points will equal 77-78% of students meeting targets; 13 points will equal 75-76% of students meeting targets; 12 points will equal 73-74% of students meeting targets; 11 points will equal 71-72% of students meeting targets; 10 points will equal 69-70% of students meeting targets; and 9 points will equal 65-68% or above of students meeting targets.</p> <p>Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
Developing (3 - 8 points) Results are below District goals for similar students.	<p>The district will be developing the score ranges for Developing at a range of 50-64% meeting targets.</p> <p>8 points will equal 60-64% of students meeting targets; 7 points will equal 58-59% of students meeting targets; 6 points will equal 56-57% of students meeting targets; 5 points will equal 54-55% of students meeting targets; 4 points will equal 52-53% of students meeting targets; 3 points will equal 50-51% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	<p>The district will be developing the score ranges for Ineffective at below 49% meeting targets.</p> <p>2 points will equal 39-49% of students meeting targets; 1 point will equal 29-38% of students meeting targets 0 points will equal 0-28% of students meeting targets Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>

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". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 5th drop-down option applies to grades K-2.

	Course(s) or Subject(s)	Option	Assessment
	All other K-2 courses	District, Regional or BOCES-developed	District Developed Grade 2 Course Specific Assessment
	All other 3-5 courses	School/BOCES-wide/group/team results based on State	NYS Grade 4 Science Test
	All other 6-8 courses	School/BOCES-wide/group/team results based on State	Living Environment Regents Examination
	All other 9-12 courses	School/BOCES-wide/group/team results based on State	Earth Science Regents Examination
	Science 8 Course	State Assessment	Living Environment Regents
	Grades 4-8 ELA & Math who do not receive a state provided growth score	State Assessment	4-8 ELA & Math

<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>The district will be developing the score ranges for Highly Effective at a range of 85-100% meeting targets. 20 points will equal 90% or above of students meeting targets; 19 points will equal 88-89% of students meeting targets; 18 points will equal 85-87% of students meeting targets.</p> <p>Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>The district will be developing the score ranges for Effective at a range of 65-84% meeting targets. 17 points will equal 83-84% of students meeting targets; 16 points will equal 81-82% of students meeting targets; 15 points will equal 79-80% of students meeting targets; 14 points will equal 77-78% of students meeting targets; 13 points will equal 75-76% of students meeting targets; 12 points will equal 73-74% of students meeting targets; 11 points will equal 71-72% of students meeting targets; 10 points will equal 69-70% of students meeting targets; and 9 points will equal 65-68% or above of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>The district will be developing the score ranges for Developing at a range of 50-64% meeting targets. 8 points will equal 60-64% of students meeting targets; 7 points will equal 58-59% of students meeting targets; 6 points will equal 56-57% of students meeting targets; 5 points will equal 54-55% of students meeting targets; 4 points will equal 52-53% of students meeting targets; 3 points will equal 50-51% of students meeting targets;</p> <p>Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>The district will be developing the score ranges for Ineffective at below 49% meeting targets. 2 points will equal 39-49% of students meeting targets; 1 point will equal 29-38% of students meeting targets 0 points will equal 0-28% of students meeting targets Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>

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.

(No response)

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used assigning points to a teacher's score for this subcomponent, 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 the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

N/A

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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

Created: 04/30/2013

Last updated: 06/01/2015

For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Living Environment Standard 4 Section of the NYS Grade 4 Science Test
5	6(ii) School wide measure computed locally	Living Environment Standard 4 Section of the NYS Grade 4 Science Test
6	5) District, regional, or BOCES–developed assessments	Brewster Central School District Developed 6th Grade Reading Comprehension Performance Assessment
7	5) District, regional, or BOCES–developed assessments	Brewster Central School District Developed 7th Grade Reading Comprehension Performance Assessment
8	5) District, regional, or BOCES–developed assessments	Brewster Central School District Developed 8th Grade Reading Comprehension Performance Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	HEDI categories will be assigned as follows: For grades 4 and 5 ELA, the Living Environment, Standard 4 section of the NYS Science Assessment will be used with a target of 85% of all students will demonstrate proficient and advanced levels (levels 3 or 4) of performance. For grades 6-8 ELA, a target was established that 100% of students will achieve 70% or better on the performance based reading comprehension assessment. Until valued added is implemented the district will utilize the 0-20 outlined in task 3.4. Teachers will receive HEDI points based upon the percentage of students meeting targets or the percentage of students meeting schoolwide targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Highly Effective at a range of 86-100% meeting targets. 15 points will equal 91-100% of students meeting targets; 14 points will equal 86-90% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Effective at a range of 65-85% meeting targets. 13 points will equal 82-85% of students meeting targets; 12 points will equal 77-81% of students meeting targets; 11 points will equal 73-76% of students meeting targets; 10 points will equal 69-72% of students meeting targets; 9 points will equal 67-68% of students meeting targets; 8 points will equal 65-66% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Developing at a range of 50-64% meeting targets. 7 points will equal 62-64% of students meeting targets; 6 points will equal 59-61% of students meeting targets; 5 points will equal 56-58% of students meeting targets; 4 points will equal 53-55% of students meeting targets; 3 points will equal 50-52% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Ineffective at or below 49% meeting targets. 2 points will equal 39-49% of students meeting targets; 1 point will equal 28-38% of students meeting targets 0 points will equal 0-27% of students meeting targets Targets are based upon historical data and disaggregated according to state-approved demographic information.

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Living Environment Standard 4 Section of the NYS Grade 4 Science Test
5	6(ii) School wide measure computed locally	Living Environment Standard 4 Section of the NYS Grade 4 Science Test

6	5) District, regional, or BOCES–developed assessments	Brewster Central School District Developed 6th Grade Math Assessment Measuring Understanding of Percents, Ratios and Proportions
7	5) District, regional, or BOCES–developed assessments	Brewster Central School District Developed 7th Grade Math Assessment Measuring Understanding of Number Systems
8	5) District, regional, or BOCES–developed assessments	Brewster Central School District Developed 8th Grade Math Assessment Measuring Understanding of Formulation Reasoning of Expressions and Equations

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.	HEDI categories will be assigned as follows: For grades 4 and 5 Math, the Living Environment Standard 4 section of the NYS Science Assessment will be used with a target of 85% of all students will demonstrate proficient and advanced levels (levels 3 or 4) of performance. For Grades 6-8 Math, a target was established that 100% of students will achieve 70% or better. Until valued added is implemented the district will utilize the 0-20 outlined in task 3.4. Teachers will receive HEDI points based upon the percentage of students meeting targets or the percentage of students meeting schoolwide targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Highly Effective at a range of 86-100% meeting targets. 15 points will equal 91-100% of students meeting targets; 14 points will equal 86-90% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Effective at a range of 65-85% meeting targets. 13 points will equal 82-85% of students meeting targets; 12 points will equal 77-81% of students meeting targets; 11 points will equal 73-76% of students meeting targets; 10 points will equal 69-72% of students meeting targets; 9 points will equal 67-68% of students meeting targets; 8 points will equal 65-66% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Developing at a range of 50-64% meeting targets. 7 points will equal 62-64% of students meeting targets; 6 points will equal 59-61% of students meeting targets; 5 points will equal 56-58% of students meeting targets; 4 points will equal 53-55% of students meeting targets; 3 points will equal 50-52% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.

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

The district will be developing the score ranges for Ineffective at or below 49% meeting targets.

2 points will equal 39-49% of students meeting targets;

1 point will equal 28-38% of students meeting targets

0 points will equal 0-27% of students meeting targets

Targets are based upon historical data and disaggregated according to state-approved demographic information.

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.

(No response)

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	District Developed Interdisciplinary Vocabulary Assessment
1	6(ii) School-wide measure computed locally	District Developed Interdisciplinary Vocabulary Assessment
2	6(ii) School-wide measure computed locally	District Developed Interdisciplinary Vocabulary Assessment
3	6(ii) School-wide measure computed locally	Living Environment Standard 4 Section of the NYS Grade 4 Science Test

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.	<p>HEDI categories will be assigned as follows: For grades K-2 ELA, a target was established that 85% of students will demonstrate a 65% proficient level of understanding of targeted vocabulary based upon a baseline assessment and rubric. For Grade 3 ELA, the Living Environment Standard 4 Section of the NYS Science Assessment will be used with a target of 85% of all students will demonstrate proficient and advanced levels (levels 3 or 4) of performance. Teachers will receive points based upon the percentage of student school-wide meeting the targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>The district will be developing the score ranges for Highly Effective at a range of 85-100% meeting targets. 20 points will equal 90% or above of students meeting targets. 19 points will equal 88-89% of students meeting targets; 18 points will equal 85-87% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Effective at a range of 65-84% meeting targets. 17 points will equal 83-84% of students meeting targets; 16 points will equal 81-82% of students meeting targets; 15 points will equal 79-80% of students meeting targets; 14 points will equal 77-78% of students meeting targets; 13 points will equal 75-76% of students meeting targets; 12 points will equal 73-74% of students meeting targets; 11 points will equal 71-72% of students meeting targets; 10 points will equal 69-70% of students meeting targets; and 9 points will equal 65-68% or above of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Developing at a range of 50-64% meeting targets. 8 points will equal 60-64% of students meeting targets; 7 points will equal 58-59% of students meeting targets; 6 points will equal 56-57% of students meeting targets; 5 points will equal 54-55% of students meeting targets; 4 points will equal 52-53% of students meeting targets; 3 points will equal 50-51% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Ineffective at or below 49% meeting targets. 2 points will equal 39-49% of students meeting targets; 1 point will equal 29-38% of students meeting targets 0 points will equal 0-28% of students meeting targets Targets are based upon historical data and disaggregated according to state-approved demographic information.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Brewster Developed Math Computation Assessment
1	6(ii) School-wide measure computed locally	Brewster Developed Math Computation Assessment
2	6(ii) School-wide measure computed locally	Brewster Developed Math Computation Assessment
3	6(ii) School-wide measure computed locally	Living Environment Standard 4 Section of the NYS Grade 4 Science Test

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>HEDI categories will be assigned as follows: For grades K-2 Math, a target was established that 85% of second grade students will attain a 65% or better on the district made assessment demonstrating a proficient level of understanding of addition and subtraction within 20 using a baseline assessment and rubric. All students in grades K-2 are immersed in the college and career readiness standards which are the basis for instruction and assessment. For Grade 3 Math, Living Environment Standard 4 Section of the NYS Science Assessment will be used with a target of 85% of all students will demonstrate proficient and advanced levels (levels 3 or 4) of performance. Teachers will receive points based upon the percentage of student school-wide meeting the targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will be developing the score ranges for Highly Effective at a range of 85-100% meeting targets. 20 points will equal 90% or above of students meeting targets. 19 points will equal 88-89% of students meeting targets; 18 points will equal 85-87% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will be developing the score ranges for Effective at a range of 65-84% meeting targets. 17 points will equal 83-84% of students meeting targets; 16 points will equal 81-82% of students meeting targets; 15 points will equal 79-80% of students meeting targets; 14 points will equal 77-78% of students meeting targets; 13 points will equal 75-76% of students meeting targets; 12 points will equal 73-74% of students meeting targets; 11 points will equal 71-72% of students meeting targets; 10 points will equal 69-70% of students meeting targets; and 9 points will equal 65-68% or above of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will be developing the score ranges for Developing at a range of 50-64% meeting targets. 8 points will equal 60-64% of students meeting targets; 7 points will equal 58-59% of students meeting targets; 6 points will equal 56-57% of students meeting targets; 5 points will equal 54-55% of students meeting targets; 4 points will equal 52-53% of students meeting targets; 3 points will equal 50-51% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will be developing the score ranges for Ineffective at or below 49% meeting targets. 2 points will equal 39-49% of students meeting targets; 1 point will equal 29-38% of students meeting targets 0 points will equal 0-28% of students meeting targets Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

Locally-Selected Measure from List of Approved Measures	Assessment
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6	5) District, regional, or BOCES–developed assessments	Brewster Central School District Developed 6th Grade Science Comprehensive Lab Skills Assessment
7	5) District, regional, or BOCES–developed assessments	Brewster Central School District Developed 7th Grade Science Comprehensive Lab Skills Assessment
8	5) District, regional, or BOCES–developed assessments	Brewster Central School District Developed Grade 8 Comprehensive Lab Skills Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Grade 6-8 Science, a target was determined that students will achieve a 70% or better on the assessment demonstrating a proficient or higher level of performance (levels 3 or 4). The teacher will receive a score based upon the HEDI bands. Targets are based upon historical data and disaggregated according to state-approved demographic information.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Highly Effective at a range of 85-100% meeting targets. 20 points will equal 90% or above of students meeting targets; 19 points will equal 88-89% of students meeting targets; 18 points will equal 85-87% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Effective at a range of 65-84% meeting targets. 17 points will equal 83-84% of students meeting targets; 16 points will equal 81-82% of students meeting targets; 15 points will equal 79-80% of students meeting targets; 14 points will equal 77-78% of students meeting targets; 13 points will equal 75-76% of students meeting targets; 12 points will equal 73-74% of students meeting targets; 11 points will equal 71-72% of students meeting targets; 10 points will equal 69-70% of students meeting targets; and 9 points will equal 65-68% or above of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Developing at a range of 50-64% meeting targets. 8 points will equal 60-64% of students meeting targets; 7 points will equal 58-59% of students meeting targets; 6 points will equal 56-57% of students meeting targets; 5 points will equal 54-55% of students meeting targets; 4 points will equal 52-53% of students meeting targets; 3 points will equal 50-51% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Ineffective at or below 49% meeting targets. 2 points will equal 39-49% of students meeting targets; 1 point will equal 29-38% of students meeting targets 0 points will equal 0-28% of students meeting targets Targets are based upon historical data and disaggregated according to state-approved demographic information.

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Brewster Central School District Developed 6th Grade Social Studies Final Exam on Middle Ages
7	5) District, regional, or BOCES–developed assessments	Brewster Central School District Developed 7th Grade Social Studies Final Exam on the Jefferson Unit Test
8	5) District, regional, or BOCES–developed assessments	Brewster Central School District Developed 8th Grade Social Studies Final Exam on Immigration

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.	For grades 6-8 social studies, a target was determined that students will achieve a score of 70% or better demonstrating a proficient or higher level (level 3 or 4) of achievement. The teacher will receive a score based upon the HEDI bands. Targets are based upon historical data and disaggregated according to state-approved demographic information.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Highly Effective at a range of 85-100% meeting targets. 20 points will equal 90% or above of students meeting targets; 19 points will equal 88-89% of students meeting targets; 18 points will equal 85-87% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Effective at a range of 65-84% meeting targets. 17 points will equal 83-84% of students meeting targets; 16 points will equal 81-82% of students meeting targets; 15 points will equal 79-80% of students meeting targets; 14 points will equal 77-78% of students meeting targets; 13 points will equal 75-76% of students meeting targets; 12 points will equal 73-74% of students meeting targets; 11 points will equal 71-72% of students meeting targets; 10 points will equal 69-70% of students meeting targets; and 9 points will equal 65-68% or above of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Developing at a range of 50-64% meeting targets. 8 points will equal 60-64% of students meeting targets; 7 points will equal 58-59% of students meeting targets; 6 points will equal 56-57% of students meeting targets; 5 points will equal 54-55% of students meeting targets; 4 points will equal 52-53% of students meeting targets; 3 points will equal 50-51% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>The district will be developing the score ranges for Ineffective at or below 49% meeting targets. 2 points will equal 39-49% of students meeting targets; 1 point will equal 29-38% of students meeting targets 0 points will equal 0-28% of students meeting targets</p> <p>Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
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3.8) High School Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	The Earth Science Regents examination will be used going forward.
Global 2	6(ii) School wide measure computed locally	Global II Regents
American History	6(ii) School wide measure computed locally	American History Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>For the Global II Regents, 85% of all students will pass the Global Regents with a minimum rigor expectation for growth of 65 or higher score. For the American History Regents, 85% of all students will pass the US History Regents with a minimum rigor expectation for growth 65 or higher score. Due to a readjustment in course sequencing, no students will be taking Global I in the 2014-15 school year. For Global I, 85% of all students will pass the Earth Science Regents with a minimum rigor expectation of growth of 65 or higher score. HEDI points will be based upon the number of students school wide meeting the target.</p> <p>Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>The district will be developing the score ranges for Highly Effective at a range of 85-100% meeting targets. 20 points will equal 90% or above of students meeting targets. 19 points will equal 88-89% of students meeting targets; 18 points will equal 85-87% of students meeting targets;</p> <p>Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Effective at a range of 65-84% meeting targets. 17 points will equal 83-84% of students meeting targets; 16 points will equal 81-82% of students meeting targets; 15 points will equal 79-80% of students meeting targets; 14 points will equal 77-78% of students meeting targets; 13 points will equal 75-76% of students meeting targets; 12 points will equal 73-74% of students meeting targets; 11 points will equal 71-72% of students meeting targets; 10 points will equal 69-70% of students meeting targets; and 9 points will equal 65-68% or above of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Developing at a range of 50-64% meeting targets. 8 points will equal 60-64% of students meeting targets; 7 points will equal 58-59% of students meeting targets; 6 points will equal 56-57% of students meeting targets; 5 points will equal 54-55% of students meeting targets; 4 points will equal 52-53% of students meeting targets; 3 points will equal 50-51% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Ineffective at or below 49% meeting targets. 2 points will equal 39-49% of students meeting targets; 1 point will equal 29-38% of students meeting targets 0 points will equal 0-28% of students meeting targets Targets are based upon historical data and disaggregated according to state-approved demographic information.

3.9) High School Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Global II Regents
Earth Science	6(ii) School wide measure computed locally	Global II Regents
Chemistry	6(ii) School wide measure computed locally	Global II Regents
Physics	6(ii) School wide measure computed locally	Global II Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Living Environment, Earth Science, Chemistry and Physics, 85% of all students will pass the Global II Regents with a minimum rigor expectation of growth of 65 or higher score. HEDI points will be based upon the number of students school wide meeting the targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Highly Effective at a range of 85-100% meeting targets. 20 points will equal 90% or above of students meeting targets; 19 points will equal 88-89% of students meeting targets; 18 points will equal 85-87% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Developing at a range of 50-64% meeting targets. 8 points will equal 60-64% of students meeting targets; 7 points will equal 58-59% of students meeting targets; 6 points will equal 56-57% of students meeting targets; 5 points will equal 54-55% of students meeting targets; 4 points will equal 52-53% of students meeting targets; 3 points will equal 50-51% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Effective at a range of 65-84% meeting targets. 17 points will equal 83-84% of students meeting targets; 16 points will equal 81-82% of students meeting targets; 15 points will equal 79-80% of students meeting targets; 14 points will equal 77-78% of students meeting targets; 13 points will equal 75-76% of students meeting targets; 12 points will equal 73-74% of students meeting targets; 11 points will equal 71-72% of students meeting targets; 10 points will equal 69-70% of students meeting targets; and 9 points will equal 65-68% or above of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Ineffective at or below 49% meeting targets. 2 points will equal 39-49% of students meeting targets; 1 point will equal 29-38% of students meeting targets 0 points will equal 0-28% of students meeting targets Targets are based upon historical data and disaggregated according to state-approved demographic information.

3.10) High School Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Global II Regents
Geometry	6(ii) School wide measure computed locally	Global II Regents
Algebra 2	6(ii) School wide measure computed locally	Global II Regents

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.

NOTE: As applicable, for Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>In Algebra I, Geometry, Algebra II / Trigonometry, 85% of all students taking the Global II Regents will pass with a minimum rigor expectation of growth of 65 or higher score. HEDI points will be based upon the numbers of students school wide meeting the target. Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will be developing the score ranges for Highly Effective at a range of 85-100% meeting targets. 20 points will equal 90% or above of students meeting targets. 19 points will equal 88-89% of students meeting targets; 18 points will equal 85-87% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will be developing the score ranges for Effective at a range of 65-84% meeting targets. 17 points will equal 83-84% of students meeting targets; 16 points will equal 81-82% of students meeting targets; 15 points will equal 79-80% of students meeting targets; 14 points will equal 77-78% of students meeting targets; 13 points will equal 75-76% of students meeting targets; 12 points will equal 73-74% of students meeting targets; 11 points will equal 71-72% of students meeting targets; 10 points will equal 69-70% of students meeting targets; and 9 points will equal 65-68% or above of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will be developing the score ranges for Developing at a range of 50-64% meeting targets. 8 points will equal 60-64% of students meeting targets; 7 points will equal 58-59% of students meeting targets; 6 points will equal 56-57% of students meeting targets; 5 points will equal 54-55% of students meeting targets; 4 points will equal 52-53% of students meeting targets; 3 points will equal 50-51% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will be developing the score ranges for Ineffective at or below 49% meeting targets. 2 points will equal 39-49% of students meeting targets; 1 point will equal 29-38% of students meeting targets 0 points will equal 0-28% of students meeting targets Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>

3.11) High School English Language Arts

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Global II Regents
Grade 10 ELA	6(ii) School wide measure computed locally	Global II Regents
Grade 11 ELA	6(ii) School wide measure computed locally	Global II Regents

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

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

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents in addition to the Common Core English Regents, or just the latter, and how the HEDI process will be adjusted accordingly.

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.	For 9-11 English, 85% of all students taking the Global II Regents will pass with a minimum rigor expectation of growth of 65 or higher score. HEDI points will be based upon the number of students school wide meeting the targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Highly Effective at a range of 85-100% meeting targets. 20 points will equal 90% or above of students meeting targets; 19 points will equal 88-89% of students meeting targets; 18 points will equal 85-87% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Effective at a range of 65-84% meeting targets. 17 points will equal 83-84% of students meeting targets; 16 points will equal 81-82% of students meeting targets; 15 points will equal 79-80% of students meeting targets; 14 points will equal 77-78% of students meeting targets; 13 points will equal 75-76% of students meeting targets; 12 points will equal 73-74% of students meeting targets; 11 points will equal 71-72% of students meeting targets; 10 points will equal 69-70% of students meeting targets; and 9 points will equal 65-68% or above of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will be developing the score ranges for Developing at a range of 50-64% meeting targets. 8 points will equal 60-64% of students meeting targets; 7 points will equal 58-59% of students meeting targets; 6 points will equal 56-57% of students meeting targets; 5 points will equal 54-55% of students meeting targets; 4 points will equal 52-53% of students meeting targets; 3 points will equal 50-51% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>The district will be developing the score ranges for Ineffective at or below 49% meeting targets. 2 points will equal 39-49% of students meeting targets; 1 point will equal 29-38% of students meeting targets 0 points will equal 0-28% of students meeting targets</p> <p>Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
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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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other K-2 courses	6(ii) School wide measure computed locally	District Developed Grade 2 Math Computation Assessment
	All other 3-5 courses	6(ii) School wide measure computed locally	Living Environment Standard 4 Section of the NYS Grade 4 Science Test
	Grade 8 Algebra I	5) District/regional/BOCES-developed	District Developed Algebra I Mid Term Assessment
	Grade 8 Geometry	5) District/regional/BOCES-developed	District Developed Geometry Mid Term
	Grade 8 Living Environment	5) District/regional/BOCES-developed	District Developed Comprehensive Lab Skills Assessment
	Grades 6-8 Music	5) District/regional/BOCES-developed	District Band 6 NYSSMA Ensemble Evaluation, Grade 7 Strings Winter Concert Performance, Grade 8 Band NYSSMA Majors
	Grades 6-8 Art	5) District/regional/BOCES-developed	District Developed Grade specific Creative Arts 7 Value Drawing
	Grades 6-8 Physical Education	5) District/regional/BOCES-developed	District Developed Grade 6 PE assessment, Grade 7 Girls Basketball assessment and Grade 8 Boys Volleyball assessment
	Grades 6-8 Foreign Language	5) District/regional/BOCES-developed	District Developed Spanish I Grade specific House Unit Test and Italian Health Grade specific Unit Test
	Grades 6-8 Technology	5) District/regional/BOCES-developed	District Developed Tech 7 Engineering Design Assessment
	All other 9-12 courses	6(ii) School wide measure computed locally	Global II Regents

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For K-2 courses, 85% of students will meet the achievement target of 65% or greater on the Grade 2 Math Computation Assessment. For all other 3-5 courses, 85% of all students will meet the achievement target of 3 or greater on the Living Environment Standard 4 Section of the NYS Grade 4 Science Test. For Grade 8 Algebra I, 100% of the students will meet the achievement target a 70 or greater on the Algebra I examination. For Grade 8 Geometry, 100% of the students will meet the achievement target of 75 or greater on the Geometry examination. For Grade 8 Living Environment, 100% of the students will meet the achievement target of 70 or greater on the comprehensive lab skills assessment. For Grades 6-8 Music, Band 8 will meet the achievement target of 12 or higher on the NYSSMA majors; 85% of students in Strings 7 will meet the achievement target of 65 or higher on the winter concert performance ; Students in Band 6 will met the achievement target of 11 or higher on the NYSSMA evaluation. For Grades 6-8 Art, students will meet the achievement target of 70% or higher on the Creative Arts performance assessment. For Grades 6-8 Physical Education, students will meet the achievement target of 70% or higher on the PE grade 8 assessment; 85% of students will meet the achievement target of 70% or higher on the PE grade 7 assessment; students will meet the achievement target of 70% or higher on the PE grade 6 assessment. For Grades 6-8 Foreign Language, students in Spanish will meet the achievement target of 75% or higher on the Spanish I assessment; students in Italian will meet the achievement target of 70% or higher on the Italian assessment. For grades 6-8 Technology, 85% of students will meet the achievement target of 75% or higher on the Tech 7 assessment. For all other 9-12 courses, 85% of all students will meet the achievement target of 65 or higher on the Global II Regents. Teachers will receive HEDI points based upon the percentage of students meeting targets or the percentage of students meeting school-wide targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will be developing the score ranges for Highly Effective at a range of 85-100% meeting targets. 20 points will equal 90% or above of students meeting targets. 19 points will equal 88-89% of students meeting targets; 18 points will equal 85-87% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>

<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will be developing the score ranges for Effective at a range of 65-84% meeting targets. 17 points will equal 83-84% of students meeting targets; 16 points will equal 81-82% of students meeting targets; 15 points will equal 79-80% of students meeting targets; 14 points will equal 77-78% of students meeting targets; 13 points will equal 75-76% of students meeting targets; 12 points will equal 73-74% of students meeting targets; 11 points will equal 71-72% of students meeting targets; 10 points will equal 69-70% of students meeting targets; and 9 points will equal 65-68% or above of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will be developing the score ranges for Developing at a range of 50-64% meeting targets. 8 points will equal 60-64% of students meeting targets; 7 points will equal 58-59% of students meeting targets; 6 points will equal 56-57% of students meeting targets; 5 points will equal 54-55% of students meeting targets; 4 points will equal 52-53% of students meeting targets; 3 points will equal 50-51% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will be developing the score ranges for Ineffective at or below 49% meeting targets. 2 points will equal 39-49% of students meeting targets; 1 point will equal 29-38% of students meeting targets 0 points will equal 0-28% of students meeting targets Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>

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.

(No response)

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

In setting targets for local measures the following controls will be in place:
N/A

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.

N/A

3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
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
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
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
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
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

Created: 04/30/2013

Last updated: 06/01/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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.)

Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
Second Rubric, if applicable	(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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

Structured reviews of lesson plans, student portfolios and other teacher artifacts	0
--	---

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

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(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.

Tripod Early Elementary Student Perception Survey K-2	(No response)
Tripod Elementary Student Perception Survey 3-5	(No response)
Tripod Secondary Student Perception Survey	(No response)
District Variance	(No response)
My Student Survey, LLC's Survey of Teacher Practice (STeP) survey for use in grades 3-12	(No response)

4.4) Assurances

Please check all of the boxes below:

Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district.	Checked

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The district will use the 2011 Danielson Rubric and will weight the four domains as follows:

- Domain I: Planning and Preparation 15 points

- Domain II: Classroom Environment 12 points
- Domain III: Instruction 21 points
- Domain IV: Professional Responsibilities 12 points

The 33 points from Domain II & III will be based on multiple classroom observations including announced and unannounced observation. Final points will be determined at the end of the school year. Rounding won't bump a teacher to another level of performance. The 27 points from Domains I & IV will be based on evidence as observed and discussed in: pre and post-observations, PLC's, team, faculty and department meetings, as well as through student work such as portfolios. At the beginning of each year, the building principal, liaison/teacher and superintendent will determine acceptable evidence of student work to earn points in Domains I & IV. Points will be allocated within each subcomponent of Danielson as indicated in the document attached below. A teacher's overall performance can be rated at any score point from 0 to 60.

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/1424024-eka9yMJ855/APPR%20Conversion%20Rubric%20Enlarged%20March%2011,%202015.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.	59-60 points
Effective: Overall performance and results meet NYS Teaching Standards.	57-58 points
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	50-56 points
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-49 points

Provide the ranges for the 60-point scoring bands.

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

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

Formal/Long	3
Informal/Short	1
Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

Responses Selected:

In Person

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

Responses Selected:

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

Formal/Long	1
Informal/Short	1
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?

Responses Selected:

In Person

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

Responses Selected:

In Person

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, July 02, 2014

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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.

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 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of
growth or achievement
Other Measures of Effectiveness
(60 points)

Overall
Composite Score

Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of
growth or achievement
Other Measures of Effectiveness
(60 points)

Overall
Composite Score

Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created: 04/30/2013

Last updated: 06/01/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Teacher Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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
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. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12193/1424026-Df0w3Xx5v6/TIP%20Form.pdf>

6.3) Appeals Process

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

- (1) the substance of the annual professional performance review
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

BY AND BETWEEN the Superintendent of Schools and the Board of Education of the Brewster Central School District, hereinafter referred to as "the District," and the Brewster Teachers' Association, hereinafter referred to as "the Association;"

WHEREAS, the parties have mutually agreed to the following appeal procedure to be incorporated into the District's APPR Plan Document for teachers covered by Education Law §3012-c and Part 30-2 of the Regulations;

Appeal Procedure

A. Appeals of annual professional performance reviews should be limited only to those that rate a teacher on his/her total composite effectiveness score as Ineffective. The appeals process will be timely and expeditious in compliance with 3012C. Teachers who are rated Developing on their composite effectiveness score shall have the option to schedule a meeting with the Superintendent and an Association representative for the purpose of discussing the composite evaluation which could lead to a review. A rating of Developing can lead to a review but not an appeal.

B. In accordance with the law and regulations, a teacher may only appeal the following in conjunction with his/her APPR:

- the substance of the APPR;
- the District's adherence to the standards and methodologies required for such reviews; and
- the District's adherence to the regulations and compliance with any locally negotiated procedures, as well as the District's issuance and/or implementation of the terms of the Teacher Improvement Plan (TIP).

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

D. In an appeal, the teacher has the burden of demonstrating by a preponderance of the evidence a clear legal right to the relief requested and the burden of establishing the facts upon which relief is sought.

E. All appeals must be submitted in writing to the Superintendent no later than 15 school days from the date when the teacher receives his/her annual professional performance review. If a teacher is challenging the issuance of a TIP, appeals must be filed no later than 15 school days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan, and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

F. A decision shall be rendered by the Superintendent of Schools.

G. A written decision on the merits of the appeal shall be rendered no later than 30 school days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the District's response, if any, to the appeal and additional documentary evidence submitted with such papers.

H. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the Superintendent may set aside a rating, modify a rating, or order a new evaluation. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

I. A teacher who receives 2 consecutive Ineffective ratings shall have the option to appeal the rating to an independent arbitrator agreed to

by the District and the Association no later than 30 school days after the receipt of the written decision by the Superintendent of Schools. If the parties are unable to agree to an arbitrator, a demand for arbitration may be filed with the American Arbitration Association. The sole issue before the arbitrator shall be whether or not the consecutive ineffective ratings accurately reflected the teacher's performance during the period it covered.

J. This appeal procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a teacher's performance review and/or improvement plan. Such decision shall be final and binding. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or teacher improvement plan, except as otherwise authorized by law.

This paragraph shall not apply to any alleged procedural violations such as whether or not the requisite number of observations have been conducted or whether or not the contractual timelines have been violated.

SO AGREED.

THE DISTRICT THE ASSOCIATION

By: _____ By: _____

Superintendent of Schools Association President

6.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

Brewster Central School District has implemented the Danielson 2011 rubric and lead evaluators and evaluators have been properly trained at Putnam Northern Westchester BOCES and within the district in the nine elements required for certification as lead evaluator. This process will be utilized going forward. We will follow the Putnam/Northern Westchester BOCES certification calendar for evaluator training and recertification. Inter-rater reliability will be achieved through district level trained administrators collaborating on classroom observations using OASYS, reviewing video taped lessons, and collegial reviews of teacher observation reports and evaluations. So long as this process is followed for a minimum of two days, lead evaluators will be certified.

6.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:	Checked
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(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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
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6.6) Assurances -- Teachers

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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

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

Created: 04/30/2013

Last updated: 06/01/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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.

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

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):

	3-5
	6-8
	9-12
	(No response)

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

Please check the boxes below:

Assure that the value-added growth score(s) provided by NYSED will be used, where applicable	Checked
Assure that the State-provided growth measure will be used if a value-added measure has not been approved	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 assessments 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. The district must select the type of assessment that will be used with the SLO from the options below.

- If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.
- Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.
- If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

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 grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	K-2	District, regional, or BOCES-developed	District Developed Grade 2 ELA End of Year Unit Summary Assessment & Grade 2 Math Summary Assessment
	3-5	State assessment	Grades 3-5 ELA and Math
	6-8	State assessment	Grades 6-8 ELA and Math
	9-12	State assessment	Algebra I & ELA Regents and All Other Applicable Regents

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. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

<p>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.</p>	<p>For grade 2 ELA, utilizing historical data, principals, and District office personnel will establish a target that 85% of the students will achieve the minimum rigor expectation of growth of 65% or better on the district-developed ELA assessment. For grade 2 Math, utilizing historical data, principals, and District office personnel will establish a target that 85% of the students will achieve the minimum rigor expectation for growth of 65% or better on the district-developed math assessment. These two HEDI scores will then be weighted proportionally based upon the number of students and combined to result in a final HEDI score for the principal. For the 3-5, 6-8 and 9-12 buildings, the district will utilize the State-provided growth score for the above listed principals. If such score represents less than 30% of the students supervised by the principal, the district will set SLOs for the largest course(s) in the building until at least 30% of students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO. The State-provided score will then be weighted proportionately with the SLO result(s) for a final HEDI score. The SLO process will be as follows: based upon baseline data, the principal in collaboration with the superintendent will set individual growth targets for each student. The APPR Committee will approve all targets. The principal will receive a HEDI score based upon the percent of students reaching their targets.</p> <p>The HEDI score will be determined based upon the percentage of students meeting their targets. Targets will be based upon historical data and disaggregated according to state approved demographic information.</p>
<p>Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).</p>	<p>The district will be developing the score ranges for Highly Effective at a range of 85-100% meeting targets. 20 points will equal 90% or above of students meeting targets; 19 points will equal 88-89% of students meeting targets; 18 points will equal 85-87% of students meeting targets.</p> <p>Targets will be based upon historical data and disaggregated according to state approved demographic information.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>The district will be developing the score ranges for Effective at a range of 65-84% meeting targets. 17 points will equal 83-84% of students meeting targets; 16 points will equal 81-82% of students meeting targets; 15 points will equal 79-80% of students meeting targets; 14 points will equal 77-78% of students meeting targets; 13 points will equal 75-76% of students meeting targets; 12 points will equal 73-74% of students meeting targets; 11 points will equal 71-72% of students meeting targets; 10 points will equal 69-70% of students meeting targets; and 9 points will equal 65-68% or above of students meeting targets. Targets will be based upon historical data and disaggregated according to state approved demographic information.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>The district will be developing the score ranges for Developing at a range of 50-64% meeting targets. 8 points will equal 60-64% of students meeting targets; 7 points will equal 58-59% of students meeting targets; 6 points will equal 56-57% of students meeting targets; 5 points will equal 54-55% of students meeting targets; 4 points will equal 52-53% of students meeting targets; 3 points will equal 50-51% of students meeting targets;</p> <p>Targets will be based upon historical data and disaggregated according to state approved demographic information.</p>

Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The district will be developing the score ranges for Ineffective at or below 49% meeting targets. 2 points will equal 39-49% of students meeting targets; 1 point will equal 29-38% of students meeting targets 0 points will equal 0-28% of students meeting targets Targets will be based upon historical data and disaggregated according to state approved demographic information.
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If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

(No response)

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, 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 the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

N/A

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
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

Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created: 04/30/2013

Last updated: 06/01/2015

For guidance on locally selected measures of student achievement or growth, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

Also note: if your district/BOCES is using the same assessment for both the State growth or other comparable measures subcomponent and the locally-selected measures subcomponents, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing/>).

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

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/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	3-5	(d) measures used by district for teacher evaluation	The Living Environment Standard 4 Section of the New York State Grade 4 Science Assessment
	6-8	(d) measures used by district for teacher evaluation	Brewster Central School District Developed 6-8th Grade Reading Comprehension Assessment
	9-12	(g) % achieving specific level on Regents or alternatives	Global II 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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>HEDI categories will be assigned as follows:</p> <p>For grades 3-5, 85% of students taking the Living Environment Standard 4 Section of the NYS Grade 4 Science Test will demonstrate proficient and advanced levels (levels 3 or 4) of performance.</p> <p>For grades 6-8, 100% of students taking the Reading Comprehension assessment will achieve a 70% or higher score demonstrating a proficient level or higher.</p> <p>For grades 9-12, 85% of all students taking the Global II Regents will achieve a minimum rigor expectation of growth of 65 or higher score. Principals will receive HEDI points based upon the percentage of students school-wide meeting the targets. In the event that value added is not utilized, the same ranges in 8.2 will be used. Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will be developing the score ranges for Highly Effective at a range of 86-100% meeting targets. 15 points will equal 91-100% of students meeting targets; 14 points will equal 86-90% of students meeting targets;</p> <p>Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will be developing the score ranges for Effective at a range of 65-85% meeting targets. 13 points will equal 82-85% of students meeting targets; 12 points will equal 77-81% of students meeting targets; 11 points will equal 73-76% of students meeting targets; 10 points will equal 69-72% of students meeting targets; 9 points will equal 67-68% of students meeting targets; 8 points will equal 65-66% of students meeting targets;</p> <p>Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will be developing the score ranges for Developing at a range of 50-64% meeting targets. 7 points will equal 62-64% of students meeting targets; 6 points will equal 59-61% of students meeting targets; 5 points will equal 56-58% of students meeting targets; 4 points will equal 53-55% of students meeting targets; 3 points will equal 50-52% of students meeting targets;</p> <p>Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will be developing the score ranges for Ineffective at or below 49% meeting targets. 2 points will equal 39-49% of students meeting targets; 1 point will equal 28-38% of students meeting targets 0 points will equal 0-27% of students meeting targets</p> <p>Targets are based upon historical data and disaggregated according to state-approved demographic information.</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.

(No response)

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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.

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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
	K-2	(d) measures used by district for teacher evaluation	District Developed Grade 2 Math Computation Assessment

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>HEDI categories will be assigned as follows: For grades K-2, 85% of all students will meet the achievement target of 65% or greater on the Math Computation assessment. Principals will receive HEDI points based upon the percentage of students school-wide meeting the targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will be developing the score ranges for Highly Effective at a range of 85-100% meeting targets. 20 points will equal 90% or above of students meeting targets; 19 points will equal 88-89% of students meeting targets; 18 points will equal 85-87% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will be developing the score ranges for Effective at a range of 65-84% meeting targets. 17 points will equal 83-84% of students meeting targets; 16 points will equal 81-82% of students meeting targets; 15 points will equal 79-80% of students meeting targets; 14 points will equal 77-78% of students meeting targets; 13 points will equal 75-76% of students meeting targets; 12 points will equal 73-74% of students meeting targets; 11 points will equal 71-72% of students meeting targets; 10 points will equal 69-70% of students meeting targets; and 9 points will equal 65-68% or above of students meeting targets. Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will be developing the score ranges for Developing at a range of 50-64% meeting targets. 8 points will equal 60-64% of students meeting targets; 7 points will equal 58-59% of students meeting targets; 6 points will equal 56-57% of students meeting targets; 5 points will equal 54-55% of students meeting targets; 4 points will equal 52-53% of students meeting targets; 3 points will equal 50-51% of students meeting targets; Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will be developing the score ranges for Ineffective at or below 49% meeting targets. 2 points will equal 39-49% of students meeting targets; 1 point will equal 29-38% of students meeting targets 0 points will equal 0-28% of students meeting targets Targets are based upon historical data and disaggregated according to state-approved demographic information.</p>

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

(No response)

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

N/A

8.4) Principals with More Than One Locally Selected Measure

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

NA

8.5) Assurances

Please check all of the boxes below:

Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
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
Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
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
Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
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
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
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

Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created: 04/30/2013

Last updated: 06/01/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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.

Rubric	Multidimensional Principal Performance Rubric
Second rubric (if applicable)	(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 point 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 point 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, label accordingly, 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 assigning any points to "ambitious and measurable 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)
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):

Structured feedback from teachers using a State-approved tool	(No response)
Structured feedback from students using a State-approved tool	(No response)
Structured feedback from families using a State-approved tool	(No response)
School visits by other trained evaluators	(No response)
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:

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(No response)
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Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

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

K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
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
Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

9.7) Process for Assigning Points and Determining HEDI Ratings

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

All Principals met to review and assess the state approved rubrics for principal evaluation. In collaboration between the principals and District office administrators including the superintendent and assistant superintendent we chose the Multidimensional Principal Performance Rubric. Once the rubric was selected, all principals and district administrators arrived at point values for each of the six domains. Numeric scores will be determined at the end of the school year through an on-line system.

- Domain I: Shared Vision for Learning 10 points
- Domain II: School Culture & Instructional Program 15 points
- Domain III: Safe, Efficient, & Effective Learning Environment 8 points
- Domain IV: Community 10 points
- Domain V: Integrity, Fairness, & Ethics 10 points
- Domain VI: Political, Social, Economic, Legal & Cultural Context 7 Points

Through the collective bargaining processes each of the six domains of the MPPR have a maximum point value that when combined, total 60 points. Through the evaluation process, the evaluator will assign points based on observations, evidence of supporting artifacts, and collaborative review for each of the domains and elements in the Multidimensional Principal Performance Review resulting in a score ranging from 0-60 points. The evaluation process will include timely and constructive feedback during the school year. The district will

adhere to all timelines set by NYS Education Law and Regents rules. Normal rounding rules will be used.

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12205/1424029-pMADJ4gk6R/MULTI%20DIMENSTIONAL%20PRINCIPAL%20PERFORMANCE%20RUBRIC.xlsx>

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.	Overall performance and results exceed ISLLC leadership standards. 58-60 Points.
Effective: Overall performance and results meet standards.	Overall performance and results meet ISLLC leadership standards. 54-57 Points.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet ISLLC leadership standards. 45-53 Points.
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet ISLLC leadership standards. 0-44 Points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	54-57
Developing	45-53
Ineffective	0-44

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

Enter Total

2

10. Composite Scoring (Principals)

Created: 04/30/2013

Last updated: 06/01/2015

For guidance on Composite Scoring, see NYSED APPR Guidance section I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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.

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 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

Where there is no Value-Added measure	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	Ranges determined locally--see below	91-100
Effective	9-17	9-17		75-90
Developing	3-8	3-8		65-74
Ineffective	0-2	0-2		0-64

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

Highly Effective	58-60
Effective	54-57
Developing	45-53

Ineffective	0-44
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10.2) The scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

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: 04/30/2013

Last updated: 06/01/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Principal Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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
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 the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12168/1424031-Df0w3Xx5v6/PIP%20Form.pdf>

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:

BY AND BETWEEN the Superintendent of Schools and the Board of Education of the Brewster Central School District, hereinafter referred to as "the District," and the Administrators Association of Brewster, hereafter referred to as "the Association;"

WHEREAS, the parties have mutually agreed to the following appeal procedure to be incorporated into the District's APPR Plan Document for principals covered by Education Law §3012-c and Part 30-2 of the Regulations;

I. Appeal Procedure

A. Appeals of annual professional performance reviews should be limited only to those that rate a principal on his/her total composite effectiveness score as Ineffective. The appeals process will be timely and expeditious in compliance with 3012C. Principals who are rated Developing on their composite effectiveness score shall have the option to schedule a meeting with the Superintendent and an Association representative for the purpose of discussing the composite evaluation which could lead to a review. A rating of Developing can lead to a review but not an appeal.

B. In accordance with the law and regulations, a principal may only appeal the following in conjunction with his/her APPR:

- the substance of the APPR;
- the District's adherence to the standards and methodologies required for such reviews; and
- the District's adherence to the regulations and compliance with any locally negotiated procedures, as well as the District's issuance and/or implementation of the terms of the Principal Improvement Plan (PIP).

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

D. In an appeal, the principal has the burden of demonstrating by a preponderance of the evidence a clear legal right to the relief requested and the burden of establishing the facts upon which relief is sought.

E. All appeals must be submitted in writing to the Superintendent no later than 15 days from the date when the principal receives his/her annual professional performance review. If a principal is challenging the issuance of a PIP, appeals must be filed no later than 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan, and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

F. A decision shall be rendered by the Superintendent of Schools.

G. A written decision on the merits of the appeal shall be rendered no later than 30 days from the date upon which the principal filed his or her appeal. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the District's response, if any, to the appeal and additional documentary evidence submitted with such papers.

H. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the Superintendent may set aside a rating, modify a rating, or order a new evaluation. A copy of the decision shall be provided to the principal and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

I. A principal who receives 2 consecutive Ineffective ratings shall have the option to appeal the rating to an independent arbitrator agreed to by the District and the Association 30 school days upon receipt of the written decision by the Superintendent of Schools. If the parties are unable to agree to an arbitrator, a demand for arbitration may be filed with the American Arbitration Association. The sole issue before the arbitrator shall be whether or not the consecutive ineffective ratings accurately reflected the principal's performance during the period it covered.

J. This appeal procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a principal's performance review and/or improvement plan. Such decision shall be final and binding. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or principal improvement plan, except as otherwise authorized by law.

SO AGREED.

THE DISTRICT THE ASSOCIATION

By: _____ By: _____

Superintendent of Schools Association President

11.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

Lead evaluators and evaluators have been properly trained at Putnam Northern Westchester BOCES in the nine elements required for certification as lead evaluator. This process will be utilized going forward. Evaluators have been certified by BOCES. Inter-rater reliability will be achieved through district level trained administrators reviewing principal evaluations. Re-certification will be achieved through the Putnam Northern Westchester BOCES process. So long as this process is followed for a minimum of two days, lead evaluators will be certified.

11.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:

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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
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11.6) Assurances -- Principals

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked

Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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: 04/30/2013

Last updated: 06/15/2015

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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](#). Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

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<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/1424032-3Uqgn5g9lu/APPR%20Certification%20June%2012%202015.pdf">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/1424032-3Uqgn5g9lu/APPR%20Certification%20June%2012%202015.pdf</a>
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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.

Danielson's Framework for Teaching (2011 Revised Edition)
Conversion Flow Chart

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
	Determine Relative Value of Each Domain (hypo-to be negotiated)	Determine Relative Value of Each Sub-Domain as part of the Domain (hypo-to be negotiated)	Evaluator Gives Every Teacher a Rating of 1-4 in Each Subdomain (4=HE, 3=E, 2=O, 1=I) HYP0	Weight Subdomain Scores	Total Domain Score	Weight Domain Score and Compute Total	Negotiate HEDI Bands	Negotiate Conversion Chart	Conversion Score
Domain 1: Planning and Preparation	25%						H=59-60 E=67-68 O=60-66 I=6-49		
2A. Knowledge of Content and Pedagogy		13%		0	0				0
3B. Knowledge of Students		20%		0	0				1.1
3C. Setting Instructional Outcomes		20%		0	0				1.2
2D. Knowledge of Resources		13%		0	0				1.3
2E. Designing Coherent Instruction		14%		0	0				1.4
3F. Designing Student Assessments		20%		0	0				1.5
		100%		0	0				1.6
Domain 2: Classroom Environment	20%								1.7
3A. Respect and Rapport		25%		0	0				1.8
3B. Culture for Learning		25%		0	0				1.9
2C. Managing Classroom Procedures		17%		0	0				2
2D. Managing Student Behavior		17%		0	0				2.1
2E. Organizing Physical Spaces		10%		0	0				2.2
		100%		0	0				2.3
Domain 3: Instruction	35%								2.4
3A. Communicating with Students		18%		0	0				2.5
6B. Questioning/Prompts and Discussion		28%		0	0				2.6
6C. Engaging Students in Learning		29%		0	0				2.7
3D. Using Assessment in Instruction		15%		0	0				2.8
3E. Using Flexibility and Responsiveness		14%		0	0				2.9
		100%		0	0				3
Domain 4: Teaching	20%								3.1
2A. Reflecting on Teaching		16%		0	0				3.2
2B. Maintaining Accurate Records		17%		0	0				3.3
2C. Communicating with Families		16%		0	0				3.4
2D. Participating in a Professional Community		17%		0	0				3.5
2E. Growing and Developing Professionally		17%		0	0				3.6
2F. Showing Professionalism		17%		0	0				3.7
		100%		0	0				3.8
Domain: Other*									3.9
Total	100%			Evaluation Score					4
									80.25 (round to 60)

Note 1: Remember: The evaluation component must be at least 31 of the 60 points.

Teacher Improvement Plan
 (Completed Jointly by Teacher and Superintendent of Schools/Designee)

Name:

School:

Current School Year:

Date of Related APPR/Evaluation:

Date of TIP Conference:

Area(s) Needing Improvement	Action Plan (Steps to be Taken)	Timeline for Completion	Evidence to be Collected	Satisfactory Progress	Plan Completed
1.	1.			<input type="checkbox"/> Yes <input type="checkbox"/> No Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No Date:
2.	2.			<input type="checkbox"/> Yes <input type="checkbox"/> No Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No Date:
3.	3.			<input type="checkbox"/> Yes <input type="checkbox"/> No Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No Date:

Teacher's Comments:

Superintendent/Designee's Comments:

TIP Satisfied? Yes
 No

Teacher's Signature: _____
 Date: _____

Superintendent/Designee Signature: _____
 Date: _____

BREWSTER MULTI-DIMENSIONAL PRINCIPAL PERFORMANCE RUBRIC

DOMAINS AND ELEMENTS	Highly Effective	Effective (.90)	Developing (.75)	Ineffective
Domain 1: Shared Vision of Learning				
a. Culture	5	4.5	3.75	0
b. Sustainability	5	4.5	3.75	0
Domain 2: School Culture & Instruction				
a. Culture	3	2.7	2.25	0
b. Instructional program	3	2.7	2.25	0
c. Capacity Building	3	2.7	2.25	0
d. Sustainability	3	2.7	2.25	0
e. Strategic Planning Process	3	2.7	2.25	0
Domain 3: Safe, Efficient, Effective Learning Environment				
a. Capacity Building	2	1.8	1.5	0
b. Culture	2	1.8	1.5	0
c. Sustainability	2	1.8	1.5	0
d. Instructional Program	2	1.8	1.5	0
Domain 4: Community				
a. Strategic Planning Process	3	2.7	2.25	0
b. Culture	4	3.6	3	0
c. Sustainability	3	2.7	2.25	0
Domain 5: Integrity, Fairness, Ethics				
a. Sustainability	5	4.5	3.75	0
b. Culture	5	4.5	3.75	0
Domain 6: Political, Social, Economic, Legal & Cultural Context				
a. Sustainability	1	0.9	0.75	0
b. Culture	2	1.8	1.5	0
c. Uncovering Goals	1	0.9	0.75	0
d. Strategic Planning	1	0.9	0.75	0
e. Taking Action	1	0.9	0.75	0
f. Evaluating, Attainment	1	0.9	0.75	0
Total Possible Points:	60	54	45	0

Rating	Point Range
Highly Effective	58-60
Effective	54-57
Developing	45-53
Ineffective	0-44

BREWSTER MULTI-DIMENSIONAL PRINCIPAL PERFORMANCE RUBRIC



Principal Improvement Plan
 (Completed Jointly by Principal and Superintendent of Schools/Designee)

Name: _____ School: _____ Current School Year: _____
 Date of Related APPR/Evaluation: _____ Date of PIP Conference: _____

Area(s) Needing Improvement	Action Plan (Steps to be Taken)	Timeline for Completion	Evidence to be Collected	Satisfactory Progress	Plan Completed
1.				<input type="checkbox"/> Yes <input type="checkbox"/> No Date: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No Date: _____
2.				<input type="checkbox"/> Yes <input type="checkbox"/> No Date: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No Date: _____
3.				<input type="checkbox"/> Yes <input type="checkbox"/> No Date: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No Date: _____

Principal's Comments:

Superintendent/Designee's Comments:

PIP Satisfied? Yes No
 Principal's Signature: _____ Superintendent/Designee Signature: _____
 Date: _____ Date: _____

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

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

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

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR Plan is the district's or BOCES' complete APPR Plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the Plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR Plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR Plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

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 Teacher Improvement Plan (TIP) or Principal Improvement Plan (PIP), in accordance with all applicable statutes and 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 all applicable statutes and regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the statute and 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 statute, regulations 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
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Signatures, dates

Superintendent Signature: Date:

Christy Conway 6/11/15

Teachers Union President Signature: Date: 6/12/15

Elaine Kent

Administrative Union President Signature: Date:

Km Strub 6/11/15

Board of Education President Signature: Date: 6/12/15

Stephen O. Tambor

For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature: Date:

Timothy Conway 6/11/15