



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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November 1, 2012

Neal S. Miller, Superintendent
Briarcliff Manor Union Free School District
45 Ingham Rd.
Briarcliff Manor, NY 10510

Dear Superintendent Miller:

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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: James T. Langlois

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

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

Annual Professional Performance Reviews: 2012-13

Created Friday, May 04, 2012

Updated Friday, October 26, 2012

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Disclaimers

The Department will review the contents of each school district's or BOCES' APPR plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law section 3012-c and subpart 30-2 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in a district's or BOCES' plan.

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

If the Department reasonably believes through investigation or otherwise that statements made in this APPR plan are not true or accurate, it reserves the right to reject this plan at any time and/or to request additional information to determine the truth and/or accuracy of such statements.

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 661402020000

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

661402020000

1.2) School District Name: BRIARCLIFF MANOR UFSD

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

BRIARCLIFF MANOR UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Friday, May 04, 2012

Updated Friday, October 26, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this

Student Learning Objectives

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>A review of available data for students in a classroom or course will be conducted. This will include previous academic records as well as reports available from the Lower Hudson Regional Information Center data. This review will enable teachers to establish baselines as well as to identify student strengths and weaknesses.</p> <p>For each student learning objective, a pre-assessment will be developed to be administered at the scheduled start time for the objective. Teachers will not score the papers of the students in their classes. The results of the pre-assessment will be recorded at the building level and differentiated student goals will be set. The post-assessment will be administered at the scheduled conclusion of the student learning objective. This assessment will not be scored by the teacher of the class. HEDI points will be assigned by an administrator based on student achievement of the target set in the Student Learning Objective and according to the established district criteria below.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% of the students achieve or exceed the target determined in the Student Learning Objective. See attached table in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	75% - 84% of the students achieve the target determined in the Student Learning Objective. See attached table in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	60% - 74% of the students achieve the target determined in the Student Learning Objective. See attached table in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Below 60% of the students achieve the target determined in the Student Learning Objective. See attached table in 2.11

2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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>Student Learning Objectives</p> <p>A review of available data for students in a classroom or course will be conducted. This will include previous academic records as well as reports available from the Lower Hudson Regional Information Center data. This review will enable teachers to</p>
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Below 60% of the students achieve the target determined in the Student Learning Objective. See attached table in 2.11

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Briarcliff Manor UFSD Grade 6 science written assessment
7	District, regional or BOCES-developed assessment	Briarcliff Manor UFSD Grade 7 written assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Student Learning Objectives</p> <p>A review of available data for students in a classroom or course will be conducted. This will include previous academic records as well as reports available from the Lower Hudson Regional Information Center data. This review will enable teachers to establish baselines as well as to identify student strengths and weaknesses.</p> <p>For each student learning objective, a pre-assessment will be developed to be administered at the scheduled start time for the</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).

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60% - 74% of the students achieve the target determined in the Student Learning Objective. See attached table in 2.11

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

Below 60% of the students achieve the target determined in the Student Learning Objective. See attached table in 2.11

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Briarcliff Manor UFSD Grade 6 Social Studies written assessment
7	District, regional or BOCES-developed assessment	Briarcliff Manor UFSD Grade 7 Social Studies written assessment
8	District, regional or BOCES-developed assessment	Briarcliff Manor UFSD Grade 8 Social Studies written assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

Student Learning Objectives

A review of available data for students in a classroom or course will be conducted. This will include previous academic records as well as reports available from the Lower Hudson Regional Information Center data. This review will enable teachers to establish baselines as well as to identify student strengths and weaknesses.

For each student learning objective, a pre-assessment will be developed to be administered at the scheduled start time for the objective. Teachers will not score the papers of the students in their classes. The results of the pre-assessment will be recorded at the building level and differentiated student goals will be set. The post-assessment will be administered at the scheduled conclusion of the student learning objective. This assessment will not be scored by the teacher of the class. HEDI points will

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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Below 60% of the students achieve the target determined in the Student Learning Objective. See attached table in 2.11

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Briarcliff Manor UFSD Global I written assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Student Learning Objectives</p> <p>A review of available data for students in a classroom or course will be conducted. This will include previous academic records as well as reports available from the Lower Hudson Regional Information Center data. This review will enable teachers to establish baselines as well as to identify student strengths and weaknesses.</p> <p>For each student learning objective, a pre-assessment will be developed to be administered at the scheduled start time for the objective. Teachers will not score the papers of the students in their classes. The results of the pre-assessment will be recorded at the building level and differentiated student goals will be set. The post-assessment will be administered at the scheduled conclusion of the student learning objective. This assessment will not be scored by the teacher of the class. HEDI points will be assigned by an administrator based on student achievement</p>
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Below 60% of the students achieve the target determined in the Student Learning Objective. See attached table in 2.11

2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

Student Learning Objectives

A review of available data for students in a classroom or course will be conducted. This will include previous academic records as well as reports available from the Lower Hudson Regional Information Center data. This review will enable teachers to establish baselines as well as to identify student strengths and weaknesses.

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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Below 60% of the students achieve the target determined in the Student Learning Objective. See attached table in 2.11

2.8) High School Math Regents Courses

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

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

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Student Learning Objectives</p> <p>A review of available data for students in a classroom or course will be conducted. This will include previous academic records as well as reports available from the Lower Hudson Regional Information Center data. This review will enable teachers to establish baselines as well as to identify student strengths and weaknesses.</p> <p>For each student learning objective, a pre-assessment will be developed to be administered at the scheduled start time for the objective. Teachers will not score the papers of the students in their classes. The results of the pre-assessment will be recorded at the building level and differentiated student goals will be set. The post-assessment will be administered at the scheduled conclusion of the student learning objective. This assessment will not be scored by the teacher of the class. HEDI points will be assigned by an administrator based on student achievement of the target set in the Student Learning Objective and according to the established district criteria below.</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	District, regional or BOCES-developed assessment	Briarcliff Manor UFSD Grade 9 ELA Written Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Briarcliff Manor UFSD Grade 10 ELA Written Assessment
Grade 11 ELA	Regents assessment	NYS Regents Examination

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Student Learning Objectives</p> <p>A review of available data for students in a classroom or course will be conducted. This will include previous academic records as well as reports available from the Lower Hudson Regional Information Center data. This review will enable teachers to establish baselines as well as to identify student strengths and weaknesses.</p> <p>For each student learning objective, a pre-assessment will be developed to be administered at the scheduled start time for the objective. Teachers will not score the papers of the students in their classes. The results of the pre-assessment will be recorded at the building level and differentiated student goals will be set. The post-assessment will be administered at the scheduled conclusion of the student learning objective. This assessment will not be scored by the teacher of the class. HEDI points will be assigned by an administrator based on student achievement of the target set in the Student Learning Objective and according to the established district criteria below.</p>
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Below 60% of the students achieve the target determined in the Student Learning Objective. See attached table in 2.11

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art 6 - 8	District, Regional or BOCES-developed	Briarcliff Manor UFSD grade specific Art written assessment
Foundation of Studio in Art	District, Regional or BOCES-developed	Briarcliff Manor UFSD Foundation of Art written assessment
General Music 6-8	District, Regional or BOCES-developed	Briarcliff Manor UFSD grade specific General Music written assessment
All Ensembles	District, Regional or BOCES-developed	Briarcliff Manor UFSD content specific performance assessment
Physical Ed. 6-12	District, Regional or BOCES-developed	Briarcliff Manor UFSD Grade specific PE written assessment
Home/Career	District, Regional or BOCES-developed	Briarcliff Manor UFSD Home and Career written assessment
Technology 6 - 8	District, Regional or BOCES-developed	Briarcliff Manor UFSD grade specific Technology written assessment
World Language 6 - 12	District, Regional or BOCES-developed	Briarcliff Manor UFSD grade specific/content specific World Language written assessment
High School Advanced Placement Courses	District, Regional or BOCES-developed	Briarcliff Manor UFSD content specific written assessment
College Level Courses	District, Regional or BOCES-developed	Briarcliff Manor UFSD content specific written assessment
Science Research 10 - 12	District, Regional or BOCES-developed	Briarcliff Manor UFSD grade specific Science Research performance assessment
Electives in English, Science and Mathematics	District, Regional or BOCES-developed	Briarcliff Manor UFSD content specific written assessment
Library 6-12	District, Regional or BOCES-developed	Briarcliff Manor UFSD grade/content specific Library written assessment
Health	District, Regional or BOCES-developed	Briarcliff Manor UFSD grade/content specific Health written assessment
Physics	District, Regional or BOCES-developed	Briarcliff Manor UFSD Physics written assessment
Art 3-5	State Assessment	NY State Assessment Building ELA Score
General Music 3-5	State Assessment	NY State Assessment Building ELA Score
Physical Education 3-5	State Assessment	NY State Assessment Building ELA Score
Technology 3-5	State Assessment	NY State Assessment Building ELA Score
Library 3-5	State Assessment	NY State Assessment Building ELA Score

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Student Learning Objectives</p> <p>A review of available data for students in a classroom or course will be conducted. This will include previous academic records as well as reports available from the Lower Hudson Regional Information Center data. This review will enable teachers to establish baselines as well as to identify student strengths and weaknesses.</p> <p>For each student learning objective, a pre-assessment will be developed to be administered at the scheduled start time for the objective. Teachers will not score the papers of the students in their classes. The results of the pre-assessment will be recorded at the building level and differentiated student goals will be set. The post-assessment will be administered at the scheduled conclusion of the student learning objective. This assessment will not be scored by the teacher of the class. HEDI points will be assigned by an administrator based on student achievement of the target set in the Student Learning Objective and according to the established district criteria below.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>85% of the students achieve or exceed the target determined in the Student Learning Objective. See attached table in 2.11</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>75% - 84% of the students achieve the target determined in the Student Learning Objective. See attached table in 2.11</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>60% - 74% of the students achieve or the target determined in the Student Learning Objective. See attached table in 2.11</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Below 60% of the students achieve the target determined in the Student Learning Objective. See attached table in 2.11</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.

assets/survey-uploads/5364/125121-TXEttx9bQW/Scoring Bands Based 20 % on Local Assessments for 2012.docx

2.12) Locally Developed Controls

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

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

None

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Friday, May 04, 2012

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Grade 4 NYS Math Assessment compared to the region
5	6(ii) School wide measure computed locally	Grade 5 NYS Math Assessment compared to the region

6	6(ii) School wide measure computed locally	Grade 6 NYS ELA Assessment compared to the region
7	6(ii) School wide measure computed locally	Grade 7 NYS ELA Assessment compared to the region
8	6(ii) School wide measure computed locally	Grade 8 NYS ELA Assessment compared to the region

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.	Locally developed measures will be used to allocate points for the local component. A maximum score of 20 points will be allocated for this component unless a value added measure causes the state growth component to increase to 25 points, in which case the local component will decrease to 15 points. For grades 6 through 8 the performance on the NYS ELA assessment will be compared regionally at each grade level. The Briarcliff school district has set a target that 80% of the students will meet or exceed the district's grade level benchmark.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of the students achieve or exceed the target determined..
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 84% of the students achieve the target determined.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% - 74% of the students achieve the target determined.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 60% of the students achieve the target determined .

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Grade 4 NYS Math Assessment compared to the region
5	6(ii) School wide measure computed locally	Grade 5 NYS Math Assessment compared to the region
6	6(ii) School wide measure computed locally	Grade 6 NYS Math Assessment

7	6(ii) School wide measure computed locally	Grade 7NYS Math Assessment
8	6(ii) School wide measure computed locally	Grade 8 NYS Math Assessment

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.	Locally developed measures will be used to allocate points for the local component. A maximum score of 20 points will be allocated for this component unless a value added measure causes the state growth component to increase to 25 points, in which case the local component will decrease to 15 points. For grades 6 through 8 the performance on the NYS ELA assessment will be compared regionally at each grade level. The Briarcliff school district has set a target that 80% of the students will meet or exceed the district's grade level benchmark.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of the students achieve or exceed the target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 84% of the students achieve the target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% - 74% of the students achieve the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 60% of the students achieve the target.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/125127-rhJdBgDruP/Scoring Bands Based on 15% and Local Assessments Using Regional Comparisons - 3.3.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

Locally-Selected Measure from List of Approved Measures	Assessment
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K	4) State-approved 3rd party assessments	AIMSweb
1	4) State-approved 3rd party assessments	AIMSweb
2	4) State-approved 3rd party assessments	AIMSweb
3	4) State-approved 3rd party assessments	AIMSweb

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.	For grades K through 3, locally designed assessment measures will be based on Common Core and District Standards to ensure validity and will encompass diagnostic, formative and summative assessments. The Briarcliff school district has set a target that 80% of the students will meet or exceed the district's grade level benchmark.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of the students achieve or exceed the target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 84% of the students achieve the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% - 74% of the students achieve the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 60% of the students achieve the target.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	Not applicable	Using Gr K ELA
1	Not applicable	Using Gr 1 ELA
2	Not applicable	Using Gr 2 ELA
3	Not applicable	Using Gr 3 ELA

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades K through 3, locally designed ELA assessment measures will be based on Common Core and District Standards to ensure validity and will encompass diagnostic, formative and summative assessments as referenced above.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of the students achieve or exceed the target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 84% of the students achieve the target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	60% - 74% of the students achieve the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 60% of the students achieve the target.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	PNW/BOCES Regional Science Gr 6
7	5) District, regional, or BOCES–developed assessments	Briarcliff Manor UFSD Grade 7 science summative assessment
8	5) District, regional, or BOCES–developed assessments	Briarcliff Manor UFSD Grade 8 science summative 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.	The Briarcliff School District has established a goal that 80% of the students will achieve the established target performance level.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of the students achieve or exceed the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 84% of the students achieve the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% - 74% of the students achieve the target.

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

Below 60% of the students achieve the target.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Briarcliff Manor UFSD Social Studies 6 summative assessment
7	5) District, regional, or BOCES–developed assessments	Briarcliff Manor UFSD Social Studies Grade 7 summative assessment
8	5) District, regional, or BOCES–developed assessments	Briarcliff Manor Social Studies Grade 8 summative assessment

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.	The Briarcliff School District has established a goal that 80% of the students will achieve the established target performance level.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of the students achieve or exceed the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 84% of the students achieve the target..
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% - 74% of the students achieve the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 60% of the students achieve the target.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Briarcliff Manor UFSD Global 1 Summative Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Briarcliff Manor UFSD Global 2 Summative Assessment
American History	5) District, regional, or BOCES–developed assessments	Briarcliff Manor UFSD American History Summative Assessment

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.	The Briarcliff Manor UFSD has established a goal that 80% of the students will achieve the established target performance level.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of the students achieve or exceed the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 84% of the students achieve the target..
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% - 74% of the students achieve the target..
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 60% of the students achieve the target.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Briarcliff Manor UFSD Living Environment Summative Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Briarcliff Manor UFSD Earth Science Summative Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Briarcliff Manor UFSD Chemistry Summative Assessment

Physics	5) District, regional, or BOCES–developed assessments	Briarcliff Manor UFSD Physics Summative Assessment
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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.	The Briarcliff Manor UFSD has established a goal that 80% of the students will achieve the established target performance level.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of the students achieve or exceed the target .
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 84% of the students achieve the target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% - 74% of the students achieve the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 60% of the students achieve the target.

3.10) High School Math

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

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

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

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.	The Briarcliff Manor UFSD Algebra 1, Geometry and Algebra 2 teachers will join together to prepare students as math learners for present and future courses. Student performance will be measured by the Algebra 2 regents. The district has set a goal that 80% of the students will meet or exceed the established target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of the students achieve or exceed the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 84% of the students achieve the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% - 74% of the students achieve the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 60% of the students achieve the target.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Briarcliff Manor UFSD English 9 Summative Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Briarcliff Manor UFSD English 10 Summative Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Briarcliff Manor UFSD has established a goal that 80% of the students will achieve the established target performance level.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of the students achieve or exceed the target.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 84% of the students achieve the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% - 74% of the students achieve the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 60% of the students achieve the target.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art 3 - 5	5) District/regional/BOCES–developed	Briarcliff Manor UFSD Art 3-5 grade specific Summative Assessment
Art 6 - 8	5) District/regional/BOCES–developed	Briarcliff Manor UFSD Art 6-8 grade specific Summative Assessment
Foundaton of Studio in Art	5) District/regional/BOCES–developed	Briarcliff Manor UFSD Course Summative Assessment
General Music 3 - 5	5) District/regional/BOCES–developed	Briarcliff Manor UFSD Music 3-5 grade summative assessment
All Ensembles	5) District/regional/BOCES–developed	Briarcliff Manor UFSD Performance Assessment
Physical Education 3 - 12	5) District/regional/BOCES–developed	Briarcliff Manor UFSD summative Assessment
Home and Career Skills	5) District/regional/BOCES–developed	Briarcliff Manor UFSD Home and career Skills Performance assessment
Technology 3 - 5	5) District/regional/BOCES–developed	Briarcliff Manor UFSD Technology grade specific performance assessment
Technology 6- 8	5) District/regional/BOCES–developed	Briarcliff Manor UFSD grade specific performance assessment
World Language 6 - 12	5) District/regional/BOCES–developed	Briarcliff Manor UFSD World Language Content-specific Summative Examinations
Advanced Placement Courses	5) District/regional/BOCES–developed	Briarcliff Manor UFSD Content-specific summative assessment
College level courses	5) District/regional/BOCES–developed	Briarcliff Manor UFSD content-specific summative assessment

	d	
Science Research 10 - 12	5) District/regional/BOCES–developed	Briarcliff Manor UFSD Science research Performance assessment
High School electives: English, Science, Math	5) District/regional/BOCES–developed	Briarcliff Manor UFSD content-specific summative examinations
Library	5) District/regional/BOCES–developed	Briarcliff Manor UFSD written assessment
Health	5) District/regional/BOCES–developed	Briarcliff Manor UFSD Written Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Briarcliff Manor UFSD has established a goal that 80% of the students will achieve the established target performance level.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	85% or more of the students achieve or exceed the target..
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 84% of the students achieve the target .
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% - 74% of the students achieve the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 60% of the students achieve the target.

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

(No response)

3.13) HEDI Tables or Graphics

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

and upload that file here.

assets/survey-uploads/5139/125127-y92vNseFa4/Scoring Bands Based on Local Assessments Using Regional Comparisons.docx

3.14) Locally Developed Controls

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

None

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.

Teachers with more than one locally selected measure will have their scores combined commensurate with the ratio of students tested or the number of assessments administered to the same population.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Friday, May 04, 2012

Updated Friday, October 26, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

If the district plans to use one or more of the following surveys of P-12 students from the menu of State-approved surveys, please check all that apply. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. Note: As the State-approved survey lists are updated, this form will be updated with additional approved survey tools.

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)

4.4) Assurances

Please check all of the boxes below:

4.4) Assurances Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
4.4) Assurances Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
4.4) Assurances Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
4.4) Assurances Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district.	Checked

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Multiple Measures of Teacher Effectiveness (60%)

The goal of the Briarcliff Manor UFSD with regard to its teachers is to ensure that they not only are effective teachers but also that they continue to grow in effectiveness. The evaluation system which will be utilized in the district must be able to provide the structure to enable this goal to be achieved. In addition, it is essential that the evaluation system allow for a collaborative process among teachers and administrators.

Multiple measures will be used to assess teacher effectiveness. These will be aligned to the New York State Teaching Standards. The procedures provided in the following document will outline the evaluation system for tenured and probationary teachers and will

result in 60% of the composite score reflecting teacher effectiveness.

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

assets/survey-uploads/5091/125133-eka9yMJ855/APPENDIX C - Multiple Measures of Teacher Effectiveness (60%)_3.doc

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	To be rated as highly effective overall, the teacher must demonstrate a significant majority of rubric subcomponent scores at the highly effective level. The teacher's overall rubric score will determine the specific point assignment using a conversion chart similar to the sample in the APPR Guidance document.
Effective: Overall performance and results meet NYS Teaching Standards.	To be rated as effective overall, the teacher must demonstrate a significant majority of rubric subcomponent scores at the effective level. The teacher's overall rubric score will determine the specific point assignment using a conversion chart similar to the sample in the APPR Guidance document..
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	To be rated as developing overall, the teacher must demonstrate a significant majority of rubric subcomponent scores below the effective level. The teacher's overall rubric score will determine the specific point assignment using a conversion chart similar to the sample in the APPR Guidance document.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	To be rated as ineffective overall, the vast majority of the teacher's rubric scores must be below the developing level. The teacher's overall rubric score will determine the specific point assignment using a conversion chart similar to the sample in the APPR Guidance document.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter 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 probationary teachers be done in person, by video, or both?

-
- In Person
-

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

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
-------------	---

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Friday, October 26, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, May 04, 2012

Updated Friday, October 26, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/125136-Df0w3Xx5v6/Teacher Improvement Plan.doc](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEALS PROCESS

A. Within two (2) business days of the receipt of the teacher's annual evaluation, the teacher may request in writing an additional meeting with his or her evaluator to have a collegial conversation regarding his or her evaluation. The purpose of this meeting is to explore whether the evaluator wishes to consider any changes in the evaluation based upon new information provided by the teacher.

The evaluator will provide his or her decision regarding whether he or she has agreed to make any changes in the evaluation within three (3) business days of the meeting noted above.

B. In the event that the teacher is unsatisfied with the result of the evaluator's decision, a written appeal may be submitted to the superintendent or designee within five (5) business days of receipt of the evaluator's decision.

C. Further, a teacher who is placed on a Teacher Improvement Plan ("TIP") shall have a corresponding right to appeal concerns regarding the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law. An appeal regarding the TIP must be commenced within five (5) business days of the presentation of the final TIP document to the teacher or else the right to appeal shall be deemed waived in all regards.

D. The first part of the appeal to the Superintendent for an Ineffective evaluation or a TIP shall consist of a review of the appeal by an Appeals Committee along with a recommendation to the Superintendent within five (5) business days of receipt of the appeal. The committee shall be comprised of the following members:

The BTA President or designee

A tenured teacher from another Briarcliff school appointed by the BTA President

A Tenured Administrator from another Briarcliff school appointed by the BASA President

Upon the selection of committee members, those who have not previously been trained in the appeals process by the District shall immediately be provided with such training.

E. The Appeals Committee shall conduct its proceedings confidentially. The recommendation of the Appeals Committee shall not be revealed to any party other than the Superintendent of Schools, who following review of said recommendation, shall issue his or her written decision within five (5) business days of receipt of the Appeals Committee's recommendation. The decision of the Superintendent shall be final and binding.

F. 1. Notwithstanding the above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, the appeal shall be to an arbitrator selected on a rotating basis from the district's contractual arbitration list, based on order and reasonable timeframe of availability, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the TIP. The documentation to be furnished to the arbitrator on behalf of the tenured teacher and by the District shall be exchanged between the tenured teacher and the administration on an immediate basis at the time of submission to the arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the teacher prior to rendering a decision. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the teacher and the district to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a, so long as the identical issue wasn't resolved in the appeal or clearly should have been presented in the appeal but was not. It is expected that the cost of said hearing shall be paid for in accordance with the provision of the Education Law; provided, however, in the event that SED will not pay for the costs of the hearing, that expense shall be borne by the district and the proceedings shall be in the nature of a disciplinary arbitration and not a statutory hearing under Section 3020-a of the Education Law. During the pendency of a disciplinary arbitration the pay rights of the teacher shall be the same as those afforded to teachers who are subject to statutory proceedings under Section 3020-a of the Education Law.

2. In order to take advantage of the procedure outlined in F(1) above, the tenured teacher must consent, following consultation with an Association representative, to the use of an arbitrator from the district's contractual arbitration list, should the district proceed to find probable cause under Section 3020-a of the Education Law. If the tenured teacher is unwilling to do so, the appeal shall be heard by the Superintendent's administrative designee. In such event, the Section 3020-a hearing officer's review of the evaluations that have been subject to the appeals process shall be de novo to the maximum extent allowed by law.

G. The provisions set forth above shall neither be construed to alter or affect the rights of probationary teachers pursuant to §3031 of the New York State Education Law, nor shall the provisions set forth above limit the right of probationary teachers to file contractual grievances. Further, the hearing officer in an appeal shall declare null and void the Local 60 evaluation in the event that the same substantially fails to meet the procedural requirements set forth in the plan document.

1. Business days are defined as all calendar days exclusive of weekends and holidays.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

PROCESS FOR CERTIFICATION OF EVALUATORS: Evaluators received training through workshops offered by the Network Team at Putnam/Northern Westchester BOCES. A four-part series offered from September through December 2011 covered the nine required areas:

- 1. New York State Teaching Standards and Leadership Standards*
- 2. Evidence-based observation techniques grounded in research*
- 3. Student growth model*
- 4. Rubric use and application to practice*
- 5. Assessment tools for evaluation*
- 6. Application and use of assessment options for local portion*
- 7. Use of State-wide Reporting System*
- 8. Scoring methodology for APPR components*
- 9. Specific consideration in evaluating teachers and principals of English Language Learners and Students with disabilities*

In addition to this series, district administrators attended a two-day training in use of the Danielson model which is used in the district as the Teacher Practice Rubric.

PROCESS FOR CERTIFICATION AS LEAD EVALUATORS: In August 2012, a full day training took place covering such areas as the changing role of the principal and implications of the change and the principal's role in evaluating and managing student learning objectives. In addition, this session also provided an overview of the ISLLC Standards, decision making drivers of the Principal APPR, and collecting and evaluating evidence for principal evaluation.

PROCESS FOR RECERTIFICATION: During each school year, at least one session on inter-rater reliability will be held. If the results of this session warrant, a follow-up session will be scheduled. Administrators will also have the opportunity to attend recertification workshops offered by BOCES.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
---	---------

6.7) Assurances -- Data Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked
---	---------

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

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
n/a		n/a

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	NYSED will provide growth scores.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Results are well-above achievement levels on district goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet achievement levels on district goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below achievement levels on district goals.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Results are well below achievement levels on district goals.

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	Briarcliff 4, 5 and 6 year total cohort graduation rates
6-8	(a) achievement on State assessments	Math 6-8
K-5	(a) achievement on State assessments	Math 3-5

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Student cohort graduation rate will be used to evaluate the high school principal. K-5 and 6-8 principals will receive their rating based on achievement on the NYS math assessments.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted expectations for achievement for the grade level.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District adopted expectations for achievement for the grade level.

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

(No response)

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

assets/survey-uploads/5366/125138-qBFVOWF7fC/Local 15%.docx

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted expectations for achievement for the grade level.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted expectations for achievement for the grade level.

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

None

8.4) Principals with More Than One Locally Selected Measure

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

N/A

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

- 1. Local 60 Points: The parties mutually agreed to delineate the local 60 points as Principals will provide artifacts that will serve as evidence along with a written reflection.*
- 2. Submitted Documents: Artifacts and reflection are to be in support of the associated MPPR Domains and shall be determined collaboratively between the building principal and the Superintendent.*
- 3. The MPPR is derived from the six ISLLC Standards. Each standard is to be supported by the Knowledge required for the standard, the Disposition or attitudes manifest by the accomplishment of the standard, and Performances that could be observed by a supervisor. The artifacts and reflection will provide evidence of the knowledge, dispositions and performances.*
- 4. The district will use the Multidimensional Principal Performance Rubric and will weight the six domains as follows: Domain 1 - Shared Vision of Learning 8 points; Domain 2 - School Culture and Instructional Program 20 points; Domain 3 - Safe, Efficient, Effective Learning Environment 18 points; Domain 4 - Community 6 points; Domain 5 - Integrity, Fairness, Ethics 4 points; Domain 6 -Political, Social, Economic, Legal and Cultural Context 4 points. At the beginning of each year, the principal, Assistant Superintendent for Curriculum, Instruction and Personnel and the superintendent will determine what artifacts are appropriate evidence to supplement the onsite observations of the principal. The points will be assessed in the aggregate for each domain rather than reflect each specific element within the domains. Specifically the evaluator will review all available data and evidence as they reflect the elements in each of the six domains. A principal's overall performance can be rated at any score point from 0 to 60.*
- 5. Locally-Negotiated 60 Points Scoring Bands shall be as follows:*
Rating Point Range
Highly Effective 55-60
Effective 45-54
Developing 39-44
Ineffective 0-38

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.

(No response)

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.	Principal performance and results on other measures exceed the ISLLC Standards. 55-60 points
Effective: Overall performance and results meet standards.	Principal performance and results on other measures meet the ISLLC Standards. 45-54 points
Developing: Overall performance and results need improvement in order to meet standards.	Principal performance and results on other measures below the ISLLC Standards. 39-44 points

Ineffective: Overall performance and results do not meet standards.

Principal performance and results on other measures well below the ISLLC Standards. 0-38 points

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Friday, May 04, 2012

Updated Friday, October 26, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/125143-Df0w3Xx5v6/Principal improvement plan 4-30-2012.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

I. Appeals – PIP

A. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan (PIP) shall have a right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

B. An appeal of an evaluation or a PIP must be commenced within fourteen calendar days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards. This period shall be tolled for any days during the said fourteen day period that the principal is on vacation. In the case of a PIP appeal, there shall be a second fourteen calendar day period for PIP appeal following the end date of the PIP, and in the event that an appeal is not timely filed by the fourteenth calendar day following the end date of the PIP, the right to such an appeal shall be deemed waived in all regards. This period shall be tolled for any days during said fourteen day period that the principal is on vacation.

C. The recommendation of the Appeals Committee shall not be revealed to any party other than the Superintendent of Schools, who following review of said recommendation, shall issue his or her written decision within five (5) business days of receipt of the Appeal Committee's recommendation. The decision of the Superintendent shall be final and binding.

2. Appeals - Evaluation

A. Any principal who receives an ineffective rating on his/her annual composite APPR shall be entitled to appeal their annual APPR rating. Within 5 business days of the receipt of his or her annual composite score, he or she may schedule a meeting which shall be held within five (5) business days thereafter. The evaluator will respond within five (5) business days as to whether he/she will consider evaluation modifications.

B. If the meeting described above does not resolve the appeal, the principal may appeal his/her ineffective rating to the Superintendent by utilizing an appeals committee within five (5) business days of the receipt of the evaluator's decision not to make the modifications. In the event that a principal decides not to proceed pursuant to paragraph A above, he or she must file the appeal directly at the Superintendent's level with 14 business days of the receipt of his or composite score, in which event, the matter will be immediately reviewed by the appeals committee. The committee shall be comprised of the following members:

- BASA President*
- Grievance Chair or designee*
- A central office administrator who is not part of the bargaining unit selected by the Superintendent of Schools (other than the original evaluator).*

C. Upon the selection of committee members, those who have not previously been trained in the appeals process by the District shall immediately be provided with such training.

The Appeals Committee shall conduct its review confidentially and make a written recommendation to the Superintendent of Schools within five (5) business days after the receipt of the appeal to the Superintendent of Schools.

The recommendation of the Appeals Committee shall not be revealed to any party other than the Superintendent of Schools, who following review of said recommendation, shall issue his or her written decision within five (5) business days of receipt of the Appeal Committee's recommendation. The decision of the Superintendent shall be final and binding.

D. Notwithstanding the above, in the event that a tenured principal has received two consecutive ineffective APPR evaluation ratings, the appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel and Jeffrey Selchick who shall make a final and binding decision upon the appeal of the APPR evaluation and/or PIP in a timely and expeditious manner. The documentation to be furnished to the arbitrator on behalf of the tenured principal and by the District shall be exchanged between the tenured principal and the administration on an immediate basis at the time of submission to the Arbitrator as listed above. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the Arbitrator and copied to the other party for the Arbitrator review and consideration. The Arbitrator shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. The Arbitrator shall make a final and binding decision upon the appeal of the APPR evaluation and/or PIP. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator to hear the appeal shall be the next available arbitrator from the list above and shall be designated the Section 3020-a hearing officer. The standard of proof to be applied at the hearing to support a finding of guilt upon the charges shall be "by clear and convincing evidence". Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law. It is expected that the cost of said Section 3020-a hearing shall be paid for in accordance with the provision of the Education Law. In the event that the SED will not appoint one of the arbitrators listed above as the Section 3020-a Hearing Officer, then, the matter shall proceed as a disciplinary arbitration, the outcome of which shall be final and binding upon both parties. In that event, the District shall bear the hearing costs of the arbitrator and stenographic service and the tenured principal shall be entitled to pay rights during the pendency of the arbitration to the same extent as provided for under Section 3020-a of the Education Law.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

PROCESS FOR CERTIFICATION OF EVALUATORS: Evaluators received training through workshops offered by the Network Team at Putnam/Northern Westchester BOCES. A four-part series offered from September through December 2011 covered the nine required areas:

- 1. New York State Teaching Standards and Leadership Standards*
- 2. Evidence-based observation techniques grounded in research*
- 3. Student growth model*
- 4. Rubric use and application to practice*
- 5. Assessment tools for evaluation*
- 6. Application and use of assessment options for local portion*
- 7. Use of State-wide Reporting System*
- 8. Scoring methodology for APPR components*
- 9. Specific consideration in evaluating teachers and principals of English Language Learners and Students with disabilities*

In addition to this series, district administrators attended a two-day training in use of the Danielson model which is used in the district as the Teacher Practice Rubric.

PROCESS FOR CERTIFICATION AS LEAD EVALUATORS: In August 2012, a full day training took place covering such areas as the changing role of the principal and implications of the change and the principal's role in evaluating and managing student learning objectives. In addition, this session also provided an overview of the ISLLC Standards, decision making drivers of the Principal APPR, and collecting and evaluating evidence for principal evaluation.

PROCESS FOR RECERTIFICATION: During each school year, at least one session on inter-rater reliability will be held. If the results of this session warrant, a follow-up session will be scheduled. Administrators will also have the opportunity to attend recertification workshops offered by BOCES.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations,

including training on the effective application of such rubrics to observe a teacher or principal's practice

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Friday, May 04, 2012

Updated Friday, October 26, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/125144-3Uqgn5g9Iu/Assurance Form.pdf>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

APPENDIX C

Multiple Measures of Teacher Effectiveness (60%)

The goal of the Briarcliff School District with regard to its teachers is to ensure that they not only are effective teachers but also that they continue to grow in effectiveness. The evaluation system which will be utilized in the district must be able to provide the structure to enable this goal to be achieved. In addition, it is essential that the evaluation system allow for a collaborative process among teachers and administrators.

Multiple measures will be used to assess teacher effectiveness. These will be aligned to the New York State Teaching Standards. The procedures provided in the following document will outline the evaluation system for tenured and probationary teachers and will result in 60% of the composite score reflecting teacher effectiveness.

Teacher Practice Rubric

To measure teacher effectiveness, the District shall use the rubric developed by Charlotte Danielson, The Framework for Teaching, (2011 Revised Edition), which has been approved for this use.

Teacher Observations

Multiple observations, with at least one being unannounced, will account for 60% (40 points out of 60) of a teacher's score for the rubric component of the APPR. Teacher observations and evaluations will be conducted by trained District administrators.

1. Probationary Teachers

Probationary teachers will be observed a minimum of two (2) times during the school year. The process carried out by the administrator will include a pre-observation conference, the observation and a post-observation conference. A final written report of the observation will be completed using the Danielson rubric.

Probationary teachers will receive at least one unannounced observation each school year, in which case the pre-observation conference will not be held.

2. Tenured Teachers

Tenured teachers will be observed at least two (2) times each school year, one of which will be unannounced.

C. Scoring Methodology

To meet the requirements of the Commissioner's regulation, each teacher will receive an annual evaluation based on the New York State Teaching Standards using the approved Danielson 2011 "Framework for Teaching" rubric. To determine the 60% composite score utilizing this rubric, each Domain will receive a weighted score:

DOMAIN 1: Planning and Preparation	25%
DOMAIN 2: The Classroom Environment	30%
DOMAIN 3: Instruction	30%
DOMAIN 4: Professional Responsibilities	15%

Each Domain is made up of several components. The components in each Domain will be weighted according to the following:

DOMAIN 1: PLANNING AND PREPARATION (25%)

a. Knowledge of Content and Pedagogy	16.7%
b. Knowledge of Students	16.7%
c. Setting Instructional Outcomes	16.7%
d. Knowledge of Resources	16.7%
e. Designing Coherent Instruction	16.7%
f. Designing Student Assessments	16.7%

DOMAIN 2: THE CLASSROOM ENVIRONMENT (30%)

a. Respect and Rapport	20%
b. Culture for Learning	20%
c. Managing Classroom Procedures	20%
d. Managing Student Behavior	20%
e. Organizing Physical Spaces	20%

DOMAIN 3: INSTRUCTION (30%)

a. Communicating with Students	20%
b. Questioning/Prompts and Discussion	20%
c. Engaging Students in Learning	20%
d. Using Assessment in Instruction	20%
e. Using Flexibility and Responsiveness	20%

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (15%)

a. Reflecting on Teaching	16.7%
b. Maintaining Accurate Records	16.7%

- c. Communicating with Families 16.7%
- d. Participating in a Professional Community 16.7%
- e. Growing and Developing Professionally 16.7%
- f. Showing Professionalism 16.7%

A final evaluation will be completed for each teacher using the components of the Framework for Teaching rubric. The following ratings scale from 1 to 4 will be utilized:

- 4 – Highly Effective (Danielson Distinguished)
- 3 – Effective (Danielson Proficient)
- 2 – Developing (Danielson Basic)
- 1 – Ineffective (Danielson Unsatisfactory)

The total rubric score will then be calculated by the evaluator using the weighting formulas described previously. This total score is then converted to a point value using the conversion chart below.

2011-2012 and 2012-2013 Danielson Rubric Score

Average Rubric Score	Conversion Score	Average Rubric Score	Conversion Score	Average Rubric Score	Conversion Score
1.0	0	2.0	53.5	3.0	58.0
1.1	12	2.1	54.2	3.1	58.2
1.2	25	2.2	54.9	3.2	58.4
1.3	37	2.3	55.6	3.3	58.6
1.4	49	2.4	56.3	3.4	58.8
1.5	50	2.5	57	3.5	59.0
1.6	50.7	2.6	57.2	3.6	59.3
1.7	51.4	2.7	57.4	3.7	59.5
1.8	52.1	2.8	57.6	3.8	59.8
1.9	52.9	2.9	57.8	3.9	60.0
				4.0	60.2 (round to 60)

Final scores will be rounded off to the nearest whole number.

The following scoring bands of Teacher Effectiveness will be applied to determine the final rating category of the teacher:

Multiple Measures of Effectiveness 60%
59 – 60
57 – 58
50 – 56
0 - 49

D. Composite Score

The three subcomponents of the evaluation system are used to determine a teacher’s final evaluation rating: 1) growth or comparable measures; 2) locally selected measures; and 3) multiple measures of teacher effectiveness. Scoring bands for 1 and 2 above, as well as the overall composite score are set by the Commissioner. The multiple measures category is determined locally through negotiations. For the 2012-13 school year for teachers for whom there is no approved Value-Added measure of student growth, the following point allocation will apply:

2012-13 with <u>no</u> approved Value Added measure	Growth or Comparable Measures 20%	Locally Selected Measures 20%	Multiple Measures of Effectiveness 60%	Overall Composite Score 100%
Highly Effective	18 - 20	18 - 20	59 - 60	91 - 100
Effective	9 - 17	9 - 17	57 - 58	75 - 90
Developing	3 - 8	3 - 8	50 - 56	65 - 74
Ineffective	0 - 2	0 - 2	0 - 49	0 - 64

For 2012-2013 for educators for whom there is an approved Value-Added measure of student growth:

2012-13 with an <u>approved</u> Value Added measure	Value-Added Measures 25%	Locally Selected Measures 15%	Multiple Measures of Effectiveness 60%	Overall Composite Score 100%
Highly Effective	22 - 25	14 - 15	59 - 60	91 - 100
Effective	10 - 21	8 - 13	57 - 58	75 - 90
Developing	3 - 9	3 - 7	50 - 56	65 - 74
Ineffective	0 - 2	0 - 2	0 - 49	0 - 64

Scoring Bands Based on Local Assessments for 2012-2013

Grades 4-8 ELA and Math

(If a Value Added Measure is Used for the State Score)

HEDI	Points	Percentage of Target Achieved
HE	15	90-100
HE	14	86-89
HE	13	84-85
E	12	81-83
E	11	78-80
E	10	75-77
E	9	73-74
E	8	71-72
E	7	69-70
D	6	67-68
D	5	65-66
D	4	63-64
I	3	60-62
I	2	55-59
I	1	50-54
I	0	49-0

The above chart will be used when there is a value added system in place for the state portion of the overall composite score.

<i>HIGHLY EFFECTIVE</i>			<i>EFFECTIVE</i>									<i>DEVELOPING</i>						<i>INEFFECTIVE</i>		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
91-100 %	88-90%	85-87%	83-84%	82 %	81 %	80 %	79 %	78 %	77 %	76 %	75 %	73 %	71 %	69 %	67 %	65 %	62 %	60-61 %	50-59 %	0-49%

Teacher Improvement Plan

Teacher Improvement Plan

- A. The Teacher Improvement Plan (TIP) for a teacher who is rated ineffective or developing through an annual professional performance review (APPR) shall be comprised of the following elements, to be developed by the appropriate District Administrator who shall consult with the teacher to provide the teacher with an opportunity to present reflective input:
1. The area or areas in need of improvement, drawn from the evaluation criteria of this APPR;
 2. The time limit for achieving improvement that shall range between three (3) months and a semester;
 3. A statement of differentiated activities to support improvement that may include: observing other professional educators, modeling by administrators or other educators, in-service training, educational conferences and reference to pedagogical writing based upon scientific research, working with mentors and video-tape review; and
 4. The manner of assessment of improvement that shall be in the nature of direct observation, review of educational materials (where applicable), review of behaviors (where applicable), attention to educational directives (where applicable), evidence of employment of differentiated instruction (where applicable), observation by a second administrator (where applicable), and student progress based upon the measure as determined by the state and locally under this APPR (where applicable).

**Briarcliff Manor UFSD
Annual Professional Performance Review
Teacher Improvement Plan**

Name:

Building:

Date:

Tenure Probationary Year _____

Areas for Improvement (Domains/Components)	Goals and Objectives	Strategies and Supports	Anticipated Outcomes	Completion Date

Teacher's
Signature: _____ Date: _____

Administrator's
Signature _____ Date: _____

Progress Monitoring Meetings

Dates	Summary	Next Steps

Upon final evaluation for the year, the following has been determined:

The goals and objectives have been successfully completed for this Teacher Improvement Plan;
therefore this Teacher Improvement Plan will be discontinued for the _____ school year.

The goals and objectives have not been successfully completed for this Teacher Improvement Plan;
therefore this Teacher Improvement Plan will continue for the _____ school year.

Teacher's Signature: _____ Date: _____

Administrator's Signature _____ Date: _____

Scoring Bands Based on Local Assessments for 2012-2013

20 Percent Scoring Band

HEDI	Points	Percent of Target Achieved
HE	20	91-100
HE	19	88-90
HE	18	85-87
E	17	83-84
E	16	82
E	15	81
E	14	80
E	13	79
E	12	78
E	11	77
E	10	76
E	9	75
D	8	73-74
D	7	71-72
D	6	69-70
D	5	67-68
D	4	65-66
D	3	62-64
I	2	60-61
I	1	50-59
I	0	0-49

Rounding: 0.5 rounds up; <0.5 rounds down

State and Local Scores' Percentage of Teacher Total Composite Score for 2012-2013
(If a Value Added Measure is Used for the State Score)

**Scoring Bands Based on Local Assessments for 2012-2013
Grades 4-8 ELA and Math**

(If a Value Added Measure is Used for the State Score)

HEDI	Points	Percentage of Target Achieved
HE	15	90-100
HE	14	86-89
HE	13	84-85
E	12	81-83
E	11	78-80
E	10	75-77
E	9	73-74
E	8	71-72
E	7	69-70
D	6	67-68
D	5	65-66
D	4	63-64
I	3	60-62
I	2	55-59
I	1	50-54
I	0	49-0

Rounding: 0.5 rounds up; <0.5 rounds down

The above chart will be used when there is a value added system in place for the state portion of the overall composite score.

Scoring Bands Based on Local Assessments Using Regional Comparisons for
2011-2012

Highly Effective	10%+
Effective	0 to 10%
Developing	-1 to -5%
Ineffective	Greater than -5%

HEDI	% of regional average on State Assess.	Score
HE	13% or greater than the regional	20
HE	12% greater	19
HE	11% greater	18
E	10% to 9 % greater	17
E	7% to 8% greater	16
E	6% greater	15
E	5% greater	14
E	4% greater	13
E	3% greater	12
E	2% greater	11
E	1% greater	10
E	0% greater	9
D	-1% to -2% below regional average	8
D	-3% below	7
D	-4% below	6
D	-5% below	5
D	-6% below	4
I	-7% below	3
I	-8% below	2
I	-9%	1
I	-10% or more below	0

Scoring Bands Based on Local Assessments Using Regional Comparisons for 2011-2012

Highly Effective	10%+
Effective	0 to 10%
Developing	-.1 to -5%
Ineffective	Greater than -5%

HEDI	% of regional average on State Assess.	Score
HE	13% or greater than the regional	20
HE	12% greater	19
HE	11% greater	18
E	10% to 9 % greater	17
E	7% to 8% greater	16
E	6% greater	15
E	5% greater	14
E	4% greater	13
E	3% greater	12
E	2% greater	11
E	1% greater	10
E	0% greater	9
D	-1% to -2% below regional average	8
D	-3% below	7
D	-4% below	6
D	-5% below	5
D	-6% below	4
I	-7% below	3
I	-8% below	2
I	-9%	1
I	-10% or more below	0

HEDI Bands – Local 15%

Rating	% Achieve	Overall Value
Highly Effective	96-100	15
Highly Effective	90-95	14
Effective	83-89	13
Effective	76-82	12
Effective	69-75	11
Effective	62-68	10
Effective	56-61	9
Effective	50-55	8
Developing	44-49	7
Developing	39-43	6
Developing	33-38	5
Developing	25-32	4
Developing	20-24	3
Ineffective	15-19	2
Ineffective	10-14	1
Ineffective	0-9	0

**Briarcliff UFSD
Principal Improvement Plan (PIP)**

Superintendent _____

Principal/Administrator _____

Date developed _____

Areas in need of improvement : (please refer to the Multidimensional Principal Performance Rubric to provide further direction.

Developmental objective for improvement (objectives are typically specific with SMART goal terminology, measurable, action oriented, realistic and time bound)

Strategies for improvement:

Differentiated activities to support improvement: (if needed - resources may include mentors, Principal Centers, BOCES, Higher Education Institutions, personal counselors, employee assistance programs and medical referrals. Release time will be provided for training, courses, workshops and observations and tuition/enrollment costs will be paid by district.)

Criteria for improvement: (identify observable behaviors that will indicate improvement and provide method of assessment)

Progress meeting(s) date /time:

Final meeting date / time:

Recommendation:

- _____ 1. Concern resolved; termination of current Principal improvement plan (PIP)
- _____ 2. Concern unresolved; continuation of Principal improvement plan (PIP)
- Next meeting date _____
- _____ 3. Concern unresolved; further action to be determined

Superintendent's Signature: _____ Date _____

Principal/Administrator's Signature: _____ Date _____

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

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

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

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

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

