



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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December 26, 2012

Dr. Kevin McGowan, Superintendent
Brighton Central School District
2035 Monroe Avenue
Rochester, NY 14618

Dear Superintendent McGowan:

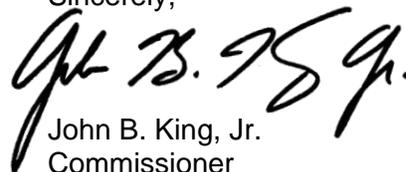
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information 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: Daniel T. White

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 Tuesday, September 04, 2012

Updated Tuesday, November 27, 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 : 260101060000

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

260101060000

1.2) School District Name: BRIGHTON CSD

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

BRIGHTON CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(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 Tuesday, July 31, 2012

Updated Wednesday, December 19, 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	District, regional, or BOCES-developed assessment	Brighton CSD developed Grade K ELA assessment
1	District, regional, or BOCES-developed assessment	Brighton CSD developed Grade 1 ELA assessment
2	District, regional, or BOCES-developed assessment	Brighton CSD developed Grade 2 ELA assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Principals and teachers will exam baseline data and establish growth targets. HEDI scores will be assigned based on the percentage of students that make growth from preassessment to postassessment. District goal will be set at 80% of set population achieving the target. Conversion to HEDI points based on the attached table.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	87-100% students meeting target approved by district. Rounding will be to whole number using common math rules.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	71-86% students meeting target approved by district. Rounding will be to whole number using common math rules.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	59-70% students meeting target approved by district. Rounding will be to whole number using common math rules.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-58% students meeting target approved by district. Rounding will be to whole number using common math rules.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	BCSD Grade K developed math assessment
1	District, regional, or BOCES-developed assessment	BCSD Grade 1 developed math assessment
2	District, regional, or BOCES-developed assessment	BCSD Grade 2 developed math assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Principals and teachers will exam baseline data and establish growth targets. HEDI scores will be assigned based on the percentage of students that make growth from preassessment to postassessment. District goal will be set at 80% of set population achieving the target. Conversion to HEDI points based on the attached table.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	87-100% students meeting target approved by district. Rounding will be to whole number using common math rules.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	71-86% students meeting target approved by district. Rounding will be to whole number using common math

rules.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

59-70% students meeting target approved by district. Rounding will be to whole number using common math rules.

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

0-58% students meeting target approved by district. Rounding will be to whole number using common math rules.

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	Brighton CSD locally developed Grade 6 BOY/EOY Science Assessment
7	District, regional or BOCES-developed assessment	Brighton CSD locally developed Grade 7 BOY/EOY 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.

Principals and teachers will exam baseline data and establish growth targets. HEDI scores will be assigned based on the percentage of students that make growth from preassessment to postassessment. District goal will be set at 80% of set population achieving the target. Conversion to HEDI points based on the attached table.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

87-100% students meeting target approved by district. Rounding will be to whole number using common math rules.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

71-86% students meeting target approved by district. Rounding will be to whole number using common math rules.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

59-70% students meeting target approved by district. Rounding will be to whole number using common math rules.

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

0-58% students meeting target approved by district. Rounding will be to whole number using common math rules.

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	Brighton Central School grade 6 district locally developed beginning and end of year social studies assessment
7	District, regional or BOCES-developed assessment	Brighton Central School district grade 7 locally developed beginning and end of year social studies assessment
8	District, regional or BOCES-developed assessment	Brighton Central School district grade 8 locally developed beginning and end of year social studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Principals and teachers will exam baseline data and establish growth targets. HEDI scores will be assigned based on the percentage of students that make growth from preassessment to postassessment. District goal will be set at 80% of set population achieving the target. Conversion to HEDI points based on the attached table.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	87-100% students meeting target approved by district. Rounding will be to whole number using common math rules.
Effective (9 - 17 points) Results meet District goals for similar students.	71-86% students meeting target approved by district. Rounding will be to whole number using common math rules.
Developing (3 - 8 points) Results are below District goals for similar students.	59-70% students meeting target approved by district. Rounding will be to whole number using common math rules.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-58% students meeting target approved by district. Rounding will be to whole number using common math rules.

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	Brighton CSD Locally developed BOY/EOY SS 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.	Principals and teachers will exam baseline data and establish growth targets. HEDI scores will be assigned based on the percentage of students that make growth from preassessment to postassessment. District goal will be set at 80% of set population achieving the target. Conversion to HEDI points based on the attached table.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	87-100% students meeting target approved by district. Rounding will be to whole number using common math rules.
Effective (9 - 17 points) Results meet District goals for similar students.	71-86% students meeting target approved by district. Rounding will be to whole number using common math rules.
Developing (3 - 8 points) Results are below District goals for similar students.	59-70% students meeting target approved by district. Rounding will be to whole number using common math rules.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-58% students meeting target approved by district. Rounding will be to whole number using common math rules.

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.	Principals and teachers will exam baseline data and establish growth targets. HEDI scores will be assigned based on the percentage of students that make growth from preassessment to postassessment. District goal will be set at 80% of set population achieving the target. Conversion to HEDI points based on the attached table.
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Effective (9 - 17 points) Results meet District goals for similar students.	71-86% students meeting target approved by district. Rounding will be to whole number using common math rules.
Developing (3 - 8 points) Results are below District goals for similar students.	59-70% students meeting target approved by district. Rounding will be to whole number using common math rules.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-58% students meeting target approved by district. Rounding will be to whole number using common math rules.

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.	Principals and teachers will exam baseline data and establish growth targets. HEDI scores will be assigned based on the percentage of students that make growth from preassessment to postassessment. District goal will be set at 80% of set population achieving the target. Conversion to HEDI points based on the attached table.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-58% students meeting target approved by district. Rounding will be to whole number using common math rules.

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	Brighton CSD Gr 9 Locally developed BOY/EOY ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Brighton CSD Gr 10 Locally developed BOY/EOY ELA Assessment
Grade 11 ELA	Regents assessment	Regents assessment

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.	Principals and teachers will exam baseline data and establish growth targets. HEDI scores will be assigned based on the percentage of students that make growth from preassessment to postassessment. District goal will be set at 80% of set population achieving the target. Conversion to HEDI points based on the attached table.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-58% students meeting target approved by district. Rounding will be to whole number using common math rules.

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
K-12 PE	District, Regional or BOCES-developed	Brighton CSD Locally developed BOY/EOY grade specific PE Assessment
K-12 Music	District, Regional or BOCES-developed	Brighton CSD Locally developed BOY/EOY grade specific Music Assessment
K-12 Art	District, Regional or BOCES-developed	Brighton CSD Locally developed BOY/EOY grade specific Art Assessment
K-2 library	District, Regional or BOCES-developed	Brighton CSD Locally developed BOY/EOY grade specific Library Media Assessment

Gr. 3-5 library	School/BOCES-wide/group/term results based on State	Team goal for 5th grade ELA (State assessment)
Gr 3-12 Technology	District, Regional or BOCES-developed	Brighton CSD Locally developed BOY/EOY grade specific Tech Ed Assessment
K-8 Reading	District, Regional or BOCES-developed	Brighton CSD Locally developed Literacy Profile
Gr 9-12 Social Studies not listed above	District, Regional or BOCES-developed	Brighton CSD Locally developed BOY/EOY SS Assessment
Gr. 9-12 Science not listed above	District, Regional or BOCES-developed	Brighton CSD Locally developed BOY/EOY Science Assessment
Gr. 6-12 Foreign Language	District, Regional or BOCES-developed	Brighton CSD Locally developed BOY/EOY FL Assessment
Gr 9-12 Math not listed above	District, Regional or BOCES-developed	Brighton CSD Locally developed BOY/EOY Math Assessment
Gr 9-12 English not listed above	District, Regional or BOCES-developed	Brighton CSD Locally developed BOY/EOY ELA Assessment
K-12 SpEd (not co-taught) who are not listed in above	District, Regional or BOCES-developed	Brighton CSD Locally developed BOY/EOY ELA Assessment
Gr 6 Math AIS	State Assessment	NYS assessment Gr 6 math
Gr 7 Math AIS	State Assessment	NYS assessment Gr 7 math
Gr 8 Math AIS	State Assessment	NYS assessment Gr 8 math

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Principals and teachers will exam baseline data and establish growth targets. HEDI scores will be assigned based on the percentage of students that make growth from preassessment to postassessment. District goal will be set at 80% of set population achieving the target. Conversion to HEDI points based on the attached table.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	87-100% students meeting target approved by district. Rounding will be to whole number using common math rules.
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Developing (3 - 8 points) Results are below District goals for similar students.	59-70% students meeting target approved by district. Rounding will be to whole number using common math rules.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-58% students meeting target approved by district. Rounding will be to whole number using common math rules.

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/5364/157021-TXEttx9bQW/SLO Conversion to HEDI.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.

We did not factor in any adjustments, but rather, set our district goal for 80% of any population meeting identified target in order to accommodate for controls listed above.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked

2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Monday, July 09, 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	Gr 5 ELA State Assessment
5	6(ii) School wide measure computed locally	Gr 5 ELA State Assessment
6	6(ii) School wide measure computed locally	Gr 8 ELA State Assessment
7	6(ii) School wide measure computed locally	Gr 8 ELA State Assessment
8	6(ii) School wide measure computed locally	Gr 8 ELA State Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Principals and teachers will exam student performance data and establish achievement targets. HEDI scores will be assigned based on the percentage of students meeting the specified target for achievement. Conversion to HEDI points based on the attached table.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If percentage mastery/proficient on Gr 5 8 ELA State Assessment is 80% or above, teachers will score within the highly effective range.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If percentage mastery/proficient on Gr 5 8 ELA State Assessment is between 65% and 79%, teachers will score within the effective range.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If percentage mastery/proficient on Gr 5 8 ELA State Assessment is between 60% and 64%, teachers will score within the developing range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If percentage mastery/proficient on Gr 5 8 ELA State Assessment is 0%-59%, teachers will score within the ineffective range.

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	Gr 5 ELA State Assessment
5	6(ii) School wide measure computed locally	Gr 5 ELA State Assessment
6	6(ii) School wide measure computed locally	Gr 8 ELA State Assessment
7	6(ii) School wide measure computed locally	Gr 8 ELA State Assessment
8	6(ii) School wide measure computed locally	Gr 8 ELA State 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.	Principals and teachers will exam student performance data and establish achievement targets. HEDI scores will be assigned based on the percentage of students meeting
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graphic at 3.3, below.	the specified target for achievement. Conversion to HEDI points based on the attached table.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If percentage mastery/proficient on Gr 5 8 ELA State Assessment is 80% or above, teachers will score within the highly effective range.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If percentage mastery/proficient on Gr 5 8 ELA State Assessment is between 65% and 79%, teachers will score within the effective range.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If percentage mastery/proficient on Gr 5 8 ELA State Assessment is between 60% and 64%, teachers will score within the developing range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If percentage mastery/proficient on Gr 5 8 ELA State Assessment is 0%-59%, teachers will score within the ineffective range.

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/5139/149950-rhJdBgDruP/Proposed20LocalScaleHEDIWith25_15_1.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
- (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Gr 2 Measures of Academic Progress (MAP) ELA assessment-3rd party approved
1	6(ii) School-wide measure computed locally	Gr 2 Measures of Academic Progress (MAP) ELA assessment-3rd party approved
2	6(ii) School-wide measure computed locally	Gr 2 Measures of Academic Progress (MAP) ELA assessment-3rd party approved
3	6(ii) School-wide measure computed locally	Gr 5 ELA State Assessment

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.	Principals and teachers will exam student performance data and establish achievement targets. HEDI scores will be assigned based on the percentage of students meeting the specified target for achievement. Conversion to HEDI points based on the attached table.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Gr K-2-If percent change on Gr 2 Reading MAP is 3% or higher, then teachers will score in the highly effective range. If percentage mastery/proficient on Gr 5 8 ELA is 80% or above, teachers will score within the highly effective range.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Gr K-2-If percent change on Gr 2 Reading MAP is between -6% and 2%, then teachers will score in the effective range. If percentage mastery/proficient on Gr 5 8 ELA is between 65% and 79%, teachers will score within the effective range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Gr K-2-If percent change on Gr 2 Reading MAP is between -7% and -12%, then teachers will score in the developing range. If percentage mastery/proficient on Gr 5 8 ELA is between 59% and 64%, teachers will score within the developing range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Gr K-2-If percent change on Gr 2 Reading MAP is less than -12%, then teachers will score in the ineffective range. If percentage mastery/proficient on Gr 5 8 ELA State Assessment is <59%, teachers will score within the ineffective range.

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	6(ii) School-wide measure computed locally	Gr 2 Measures of Academic Progress (MAP) ELA assessment-3rd party approved
1	6(ii) School-wide measure computed locally	Gr 2 Measures of Academic Progress (MAP) ELA assessment-3rd party approved
2	6(ii) School-wide measure computed locally	Gr 2 Measures of Academic Progress (MAP) ELA assessment-3rd party approved
3	6(ii) School-wide measure computed locally	Gr 5 NYS ELA State Assessment

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Principals and teachers will exam student performance data and establish achievement targets. HEDI scores will be assigned based on the percentage of students meeting the specified target for achievement. Conversion to HEDI points based on the attached table.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Gr K-2-If percent change on Gr 2 Reading MAP is 3% or higher, then teachers will score in the highly effective range. If percentage mastery/proficient on Gr 5 8 ELA is 80% or above, teachers will score within the highly effective range.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Gr K-2-If percent change on Gr 2 Reading MAP is between -6% and 2%, then teachers will score in the effective range. If percentage mastery/proficient on Gr 5 8 ELA is between 65% and 79%, teachers will score within the effective range.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Gr K-2-If percent change on Gr 2 Reading MAP is between -7% and -12%, then teachers will score in the developing range. If percentage mastery/proficient on Gr 5 8 ELA is between 59% and 64%, teachers will score within the developing range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Gr K-2-If percent change on Gr 2 Reading MAP is less than -12%, then teachers will score in the ineffective range. If percentage mastery/proficient on Gr 5 8 ELA State Assessment is <59%, teachers will score within the ineffective range.

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	6(ii) School wide measure computed locally	Gr 8 NYS ELA State Assessment
7	6(ii) School wide measure computed locally	Gr 8 NYS ELA State Assessment
8	6(ii) School wide measure computed locally	Gr 8 NYS ELA State 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.	Principals and teachers will exam student performance data and establish achievement targets. HEDI scores will be assigned based on the percentage of students meeting the specified target for achievement. Conversion to HEDI points based on the attached table.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	If percentage mastery/proficient on Gr 8 ELA is 80% or above, teachers will score within the highly effective

achievement for grade/subject.	range.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If percentage mastery/proficient on Gr 8 ELA is between 65% and 79%, teachers will score within the effective range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If percentage mastery/proficient on Gr 8 ELA is between 59% and 64%, teachers will score within the developing range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If percentage mastery/proficient on Gr 8 ELA is below 59%, teachers will score within the ineffective range.

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	6(ii) School wide measure computed locally	Gr 8 NYS ELA State Assessment
7	6(ii) School wide measure computed locally	Gr 8 NYS ELA State Assessment
8	6(ii) School wide measure computed locally	Gr 8 NYS ELA State 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.	Principals and teachers will exam student performance data and establish achievement targets. HEDI scores will be assigned based on the percentage of students meeting the specified target for achievement. Conversion to HEDI points based on the attached table.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If percentage mastery/proficient on Gr 8 ELA is 80% or above, teachers will score within the highly effective range.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If percentage mastery/proficient on Gr 8 ELA is between 65% and 79%, teachers will score within the effective range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If percentage mastery/proficient on Gr 8 ELA is between 59% and 64%, teachers will score within the developing range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If percentage mastery/proficient on Gr 8 ELA is below 59%, teachers will score within the ineffective range.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Aggregate achievement on NYS Regents exams in ELA, IA, GH, LE, AH
Global 2	6(ii) School wide measure computed locally	Aggregate achievement on NYS Regents exams in ELA, IA, GH, LE, AH
American History	6(ii) School wide measure computed locally	Aggregate achievement on NYS Regents exams in ELA, IA, GH, LE, AH

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.	Principals and teachers will exam student performance data and establish achievement targets. HEDI scores will be assigned based on the percentage of students meeting the specified target for achievement. Conversion to HEDI points based on the attached table.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the average percent of students scoring greater than or equal to 65 on the LE, ELA, AM, GH, and IA Regents is 94% or above, teachers will score in the highly effective range.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the average percent of students scoring greater than or equal to 65 on the LE, ELA, AM, GH, and IA Regents is between 82% and 93%, teachers will score in the effective range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the average percent of students scoring greater than or equal to 65 on the LE, ELA, AM, GH, and IA Regents is between 59% and 64%, teachers will score in the developing range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the average percent of students scoring greater than or equal to 65 on the LE, ELA, AM, GH, and IA Regents is below 64%, teachers will score in the ineffective range.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Aggregate achievement on NYS Regents exams in ELA, IA, GH, LE, AH
Earth Science	6(ii) School wide measure computed locally	Aggregate achievement on NYS Regents exams in ELA, IA, GH, LE, AH
Chemistry	6(ii) School wide measure computed locally	Aggregate achievement on NYS Regents exams in ELA, IA, GH, LE, AH
Physics	6(ii) School wide measure computed locally	Aggregate achievement on NYS Regents exams in ELA, IA, GH, LE, AH

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.	Principals and teachers will exam student performance data and establish achievement targets. HEDI scores will be assigned based on the percentage of students meeting the specified target for achievement. Conversion to HEDI points based on the attached table.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the average percent of students scoring greater than or equal to 65 on the LE, ELA, AM, GH, and IA Regents is 94% or above, teachers will score in the highly effective range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the average percent of students scoring greater than or equal to 65 on the LE, ELA, AM, GH, and IA Regents is between 82% and 93%, teachers will score in the effective range.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the average percent of students scoring greater than or equal to 65 on the LE, ELA, AM, GH, and IA Regents is between 59% and 64%, teachers will score in the developing range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the average percent of students scoring greater than or equal to 65 on the LE, ELA, AM, GH, and IA Regents is below 64%, teachers will score in the ineffective range.

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
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Algebra 1	6(ii) School wide measure computed locally	Aggregate achievement on NYS Regents exams in ELA, IA, GH, LE, AH
Geometry	6(ii) School wide measure computed locally	Aggregate achievement on NYS Regents exams in ELA, IA, GH, LE, AH
Algebra 2	6(ii) School wide measure computed locally	Aggregate achievement on NYS Regents exams in ELA, IA, GH, LE, AH

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.	Principals and teachers will exam student performance data and establish achievement targets. HEDI scores will be assigned based on the percentage of students meeting the specified target for achievement. Conversion to HEDI points based on the attached table.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the average percent of students scoring greater than or equal to 65 on the LE, ELA, AM, GH, and IA Regents is 94% or above, teachers will score in the highly effective range.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the average percent of students scoring greater than or equal to 65 on the LE, ELA, AM, GH, and IA Regents is between 82% and 93%, teachers will score in the effective range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the average percent of students scoring greater than or equal to 65 on the LE, ELA, AM, GH, and IA Regents is between 59% and 64%, teachers will score in the developing range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the average percent of students scoring greater than or equal to 65 on the LE, ELA, AM, GH, and IA Regents is below 64%, teachers will score in the ineffective range.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Aggregate achievement on NYS Regents exams in ELA, IA, GH, LE, AH
Grade 10 ELA	6(ii) School wide measure computed locally	Aggregate achievement on NYS Regents exams in ELA, IA, GH, LE, AH

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.	Principals and teachers will exam student performance data and establish achievement targets. HEDI scores will be assigned based on the percentage of students meeting the specified target for achievement. Conversion to HEDI points based on the attached table.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the average percent of students scoring greater than or equal to 65 on the LE, ELA, AM, GH, and IA Regents is 94% or above, teachers will score in the highly effective range.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the average percent of students scoring greater than or equal to 65 on the LE, ELA, AM, GH, and IA Regents is between 82% and 93%, teachers will score in the effective range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the average percent of students scoring greater than or equal to 65 on the LE, ELA, AM, GH, and IA Regents is between 59% and 64%, teachers will score in the developing range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the average percent of students scoring greater than or equal to 65 on the LE, ELA, AM, GH, and IA Regents is below 64%, teachers will score in the ineffective range.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other 9-12 courses not listed above	6(ii) School wide measure computed locally	Aggregate achievement on NYS Regents exams in ELA, IA, GH, LE, AH
All other K-2 courses not listed above	6(ii) School wide measure computed locally	Measure of Academic progress ELA Gr 2.
All other 3-5 courses not listed above	6(ii) School wide measure computed locally	NYS Gr 5 ELA assessment
All other 6-8 courses not listed above	6(ii) School wide measure computed locally	NYS Gr 8 ELA 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.	Principals and teachers will exam student performance data and establish achievement targets. HEDI scores will be assigned based on the percentage of students meeting the specified target for achievement. Conversion to HEDI points based on the attached table.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See chart on 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart on 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart on 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart on 3.13

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/5139/149950-y92vNseFa4/Proposed20LocalScaleHEDIWith25_15_2.pdf

3.14) Locally Developed Controls

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

We did not factor in any adjustments, but rather, set our district goal for 80% of any population meeting identified target in order to accomodate for controls listed above.

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.

We will use a proportional calculation based upon student 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 Tuesday, July 31, 2012

Updated Wednesday, December 19, 2012

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

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.

1-4 Points will be applied to each of the evidenced elements within each standard area. The attached conversion chart will be used to convert a Rubric Score to a Composite Score. The average rubric score for all 7 standards will be calculated (left column attached table). This average will then be converted to a composite score using the values in the right column on attached table. Composite scores will be shown to the tenths place. Rounding rules apply except in no event will they applied to move someone from one HEDI rating category to another.

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/5091/157023-eka9yMJ855/Multiple Measures of Effectiveness.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Range 3.5 – 4.0--Determined by calculating the average rubric score for all 7 standards. Converted to composite score 58.9-60.
Effective: Overall performance and results meet NYS Teaching Standards.	Range 2.5 – 3.4--Determined by calculating the average rubric score for all 7 standards. Converted to composite score 56.4-58.8.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Range 1.5-2.4--Determined by calculating the average rubric score for all 7 standards. Converted to composite score 49.1-56.3.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Range 1.0-1.4--Determined by calculating the average rubric score for all 7 standards. Converted to composite score 0-49.0

Provide the ranges for the 60-point scoring bands.

Highly Effective	58.9-60
Effective	56.4-58.8
Developing	49.1-56.3
Ineffective	0-49.0

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Updated Wednesday, December 19, 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	58.9-60.0
Effective	56.4-58.8
Developing	49.1-56.3
Ineffective	0-49.0

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 Tuesday, September 04, 2012

Updated Friday, December 14, 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/5265/171853-Df0w3Xx5v6/TEACHER IMPROVEMENT PLAN.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within ten (10) school days after the teacher has received the Overall Composite Score/APPR rating. The teacher shall submit a detailed written statement with the specific point(s) of disagreement and information relevant to the resolution of the appeal to the lead evaluator. The teacher shall also specify the requested remedy. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. Notification of the appeal shall be submitted to the Superintendent and Association President.

Appeal Resolution Process

Step 1 – Conference with the Evaluator

Within ten (10) school days of receipt of an appeal, the evaluator will schedule a conference with the teacher. The teacher shall upon request be entitled to an Association representative being present. The conference shall be an informal meeting wherein the authoring evaluator and the teacher are able to discuss the evaluation and the areas of dispute. Within ten (10) school days, the evaluator shall issue their response in writing. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal.

Step 2 – District and Association Panel

If the teacher is not satisfied with the outcome at Step 1, he/she may proceed to Step 2. The Step 2 shall be initiated by the teacher within ten (10) school days of the evaluator's written response. The teacher shall submit a written appeal to the Panel with the specific point(s) of disagreement and information relevant to the resolution of the appeal. Appeals shall be reviewed by a three member panel consisting of the Association President or designee, an administrator appointed by the Superintendent, and a third member appointed by the Association President. The appointed members of the panel cannot be from the same building as the teacher and must not have been involved in the evaluation of the teacher. The decision shall be issued within 30 calendar days and shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The Panel shall submit a written recommendation to the Superintendent to rescind, modify or affirm the rating.

Step 3 – Superintendent of Schools

The Superintendent shall review the recommendation of the Panel and communicate a final decision to the teacher within ten (10) school days of receipt of the Panel's recommendation. This decision shall be binding and no further remedy shall be sought.

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.

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the NYSUT rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. For the 2012-2013 school year, the orientation and training will be conducted using NYSUT trainers who will in turn, train teachers, administrators and evaluators in application of the rubric, teaching standards, assessment scores and overall evaluation process. For the 2012-2013 school year, all evaluators will have received the required training provided by qualified and approved trainers from NYSUT's Education and Learning Trust. This training will be conducted over a period of five business days. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted at the New Teacher Orientation or, for new hires during the school year, prior to commencement of the observation/evaluation cycle.

Only fully certified administrators may evaluate teachers. Any administrator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation.

Any evaluation or APPR rating that is determined in whole or in part by an administrator or supervisor who is not fully trained and/or certified to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

The Superintendent will provide the BTA President with a list of administrators certified by the district as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education. This list will be provided annually and when updated to reflect certification granted to administrators hired throughout the school year. The Superintendent will provide the BTA President with an overview of the process used to re-certify administrators and the professional development activities incorporated into the process. Such activities will include local trainings offered by BOCES and the other affiliated organizations such as SAANYS and NYSCOSS. All trainings will be focused on one of more of the nine required elements:

- 1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions;*
- 2. Evidence-based observation techniques grounded in research;*
- 3. Application and use of the student growth percentile model and the value-added growth model;*
- 4. Application and use of approved teacher or principal practice 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's 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. 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 principals' overall rating and their subcomponent ratings; and*
 - 9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.*

In addition, to maintain inter-rate reliability the district will dedicate three hours per month for peer review of observations and professional coaching. With proof of participation in such trainings and activities, the Superintendent of Schools will certify all lead evaluators.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, July 09, 2012

Updated Friday, December 21, 2012

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

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

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

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

3-5
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
K-2	State-approved 3rd party assessment	Measures of Academic Progress (MAP) - Grade 2 English Language Arts and math

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.	Principals will examine baseline data and establish growth targets. HEDI scores will be assigned based on the percentage of students that make growth from pre-assessment to post-assessment. District goal will be set at 80% of set population achieving the target. Conversion to HEDI points based on the attached table.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	87% - 100% students meet growth target approved by District. Rounding will be to whole number using common rounding rules (e.g. 87.7% = 88%)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	71% - 86% students meeting growth target approved by District. Rounding will be to whole number using common rounding rules (e.g. 85.7% = 86%)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	59% - 70% students meeting growth target approved by District. Rounding will be to whole number using common rounding rules (e.g. 69.7% = 70%)
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0% - 58% students meeting growth target approved by District. Rounding will be to whole number using common rounding rules (e.g. 57.7% = 58%)

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

7.4) Special Considerations for Comparable Growth Measures

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

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

The District has not provided for any adjustments, controls or other special considerations. The District accounted for these considerations when setting the effective target level at 80%.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, July 09, 2012

Updated Friday, December 21, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
3-5	(a) achievement on State assessments	Proficiency Level for ELA state assessment for Grade 5
6-8	(a) achievement on State assessments	Proficiency Level for ELA state assessment for Grade 8
9-12	(g) % achieving specific level on Regents or alternatives	% Proficiency for the average scores for the Living Environment, English, American History, Global Studies, and Algebra I exams administered and taken by students during the 2012-13 school year.

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.	HEDI categories will assigned using the attached conversion chart. This conversion chart was collaboratively developed with the administrator's unit based on prior academic results and future expectations. See attached chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	1) Grades 3-5 (% Proficient on ELA 5) - 80% - 100% 2) Grades 6-8 (% Proficient on ELA 8) - 80%- 100% 3) Grades 9-12 (% Proficient on Regents) - 94% - 100%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	1) Grades 3-5 (% Proficient on ELA 5) - 65% - 79% 2) Grades 6-8 (% Proficient on ELA 8) - 65% - 79%

3) Grades 9-12 (% Proficient on Regents) - 80% - 93%

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

1) Grades 3-5 (% Proficient on ELA 5) - 60% - 64%

2) Grades 6-8 (% Proficient on ELA 8) - 60% - 64%

3) Grades 9-12 (% Proficient on Regents) - 75% - 79%

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

1) Grades 3-5 (% Proficient on ELA 5) - 0% - 59%

2) Grades 6-8 (% Proficient on ELA 8) - 0% - 59%

3) Grades 9-12 (% Proficient on Regents) - 0% - 74%

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/5366/149942-qBFVOWF7fC/Proposed20LocalScaleHEDIWith25_15 - Review Review_1.xlsx

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
K-2	(d) measures used by district for teacher evaluation	Third Party Assessment: Measures of Academic Progress - Grade 2 ELA and Math
	(g) % achieving specific level on Regents or alternatives	

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.	The Superintendent and the principal will examine student performance data and establish a growth target for the principal of the K-2 building. HEDI scores will be assigned based on the percentage change. Conversion to HEDI points based on the attached table.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	1) Grades K-2 (% growth as assessed by Measures for Academic Progress for Gr. 2 ELA and Math) - increase of 3%-increase of 5%.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	1) Grades K-2 (% growth as assessed by Measures for Academic Progress for Gr. 2 ELA and Math) - decrease of 6% - increase of 2%.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	1) Grades K-2 (% growth as assessed by Measures for Academic Progress for Gr. 2 ELA and Math) - decrease of 12% - decrease of 7%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	1) Grades K-2 (% growth as assessed by Measures for Academic Progress for Gr. 2 ELA and Math) -a decrease of more than a 12%.

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

(No response)

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

assets/survey-uploads/5366/149942-T8MIGWUVm1/Proposed20LocalScaleHED - Review Room.pdf

8.3) Locally Developed Controls

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

No controls or other specific adjustments will be used in setting targets for local measures. The target will be inclusive of any specific adjustments applicable to the measure.

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.

There will be no principals evaluated using multiple local measures.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check

8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, September 04, 2012

Updated Friday, December 21, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Each Domain using the LCI Multidimensional Rubric will be evaluated and assigned HEDI rating using the conversion table locally negotiated. Each of the six domains evaluated will be weighted equally and scored 0-10 with a total combined score ranging between 0 and 60. See attached - Section III Other Local Measures.

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

assets/survey-uploads/5143/171832-pMADJ4gk6R/Section III Other Local Measures - Principal APPR 11-27-12_1.pdf

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

Highly Effective: Overall performance and results exceed standards.	Assignment of points will be based on the wholistic evaluation using the LCI Mult-Dimensional Rubric. Each Domain will be evaluated and rated as either Highly Effective, Effective, Developing, or Ineffective. Highly effective will be assigned points using a negotiated form with points ranging from 55-60.
Effective: Overall performance and results meet standards.	Assignment of points will be based on the wholistic evaluation using the LCI Mult-Dimensional Rubric. Each Domain will be evaluated and rated as either Highly Effective, Effective, Developing, or Ineffective. Effective ratings will be assigned points using a negotiated form with points ranging from 51-54.
Developing: Overall performance and results need improvement in order to meet standards.	Assignment of points will be based on the wholistic evaluation using the LCI Mult-Dimensional Rubric. Each Domain will be evaluated and rated as either Highly Effective, Effective, Developing, or Ineffective. Developing ratings will be assigned points using a negotiated form with points ranging from 49-50
Ineffective: Overall performance and results do not meet standards.	Assignment of points will be based on the wholistic evaluation using the LCI Mult-Dimensional Rubric. Each Domain will be evaluated and rated as either Highly Effective, Effective, Developing, or Ineffective. Ineffective ratings will be assigned

points using a negotiated form with points ranging from 0-48.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	48-54
Developing	42-47
Ineffective	0-41

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Wednesday, September 26, 2012

Updated Tuesday, November 27, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	55-60
Effective	48-54
Developing	42-47
Ineffective	0-41

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, September 04, 2012

Updated Wednesday, November 28, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/171865-Df0w3Xx5v6/Section V - Improvement Plans - Principal APPR.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

This appeals procedure is proposed to address a principal's due process rights while ensuring that appeals are resolved in an expeditious manner.

CHALLENGES IN AN APPEAL:

Appeals procedures will limit the scope of appeals under Education Law 3012-c to the following subjects:

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

RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews will be limited to those that rate an administrator as ineffective or developing.

PROHIBITION AGAINST MORE THAN ONE APPEAL

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

BURDEN OF PROOF

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

TIME FRAME FOR FILING THE APPEAL

All appeals must be filed in writing no later than 20 calendar days after the date on which the principal receives his/her final and complete annual professional performance rating, filed with the Superintendent of Schools and Association President. The act of mailing the appeal shall constitute filing.

The failure to file an appeal within the above referenced time frame shall be deemed a waiver of the right to appeal and the rating given shall be deemed final. An extension of the time in which to appeal may be granted by the Superintendent of Schools upon written request, which shall not be unreasonably withheld, provided the extension requested is no longer than 20 calendar days.

When filing an appeal, the administrator must submit a written description of the specific areas of disagreement over his or her performance review or the issuance and/or implementation of the terms of his or her improvement plan. Any additional documents or materials relevant to the appeal must be provided by the school district upon request of the administrator for same. Negative inferences may be drawn from the failure of the school district to provide the requested documents. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted by all parties at the time the appeal is filed shall not be considered.

Appeal Resolution Process

Step 1 – Conference with the Evaluator

Within ten (10) school days of receipt of an appeal, the evaluator will schedule a conference with the lead evaluator. The administrator shall upon request be entitled to an ABA representative being present. The conference shall be an informal meeting wherein the authoring evaluator and the administrator are able to discuss the evaluation and the areas of dispute. Within ten (10) school days, the lead evaluator shall issue their response in writing. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal.

Step 2 – District and Association Representatives (available to all administrators)

If the administrator is not satisfied with the outcome at Step 1, he/she may proceed to Step 2. The Step 2 shall be initiated by the administrator within ten (10) school days of the evaluator's written response. The administrator shall submit a written appeal to the Superintendent with the specific point(s) of disagreement and information relevant to the resolution of the appeal. Appeals at Step 2 shall be reviewed by the Superintendent, the building principal/department head (for non-principal members), an ABA representative, and at the request of the unit member, additional members including a SAANYS representative.

Within 10 school days the decision by the Superintendent at Step 2 shall set forth in writing the reasons and factual basis for each determination on each of the specific issues raised in the appeal and the decision to rescind, modify or affirm the rating.

Step 3 – Final Decision (available to Principals, only)

If the principal is not satisfied with the outcome at Step 2, he/she may proceed to Step 3. The Step 3 shall be initiated by the principal within ten (10) school days of the Superintendent's response at Step 2. The principal shall submit a written appeal to the Board of Education with the specific point(s) of disagreement and information relevant to the resolution of the appeal. Within 5 school days the Board of Education shall appoint another person to decide the appeal. This decision shall be submitted in writing to the administrator within 30 calendar days. The decision at Step 3 is binding and no further remedy shall be sought.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Superintendent of Schools will be the lead evaluator for all principals of the district. He will undergo specific training provided by BOCES and the New York State Council for School Superintendents in the following nine elements:

- 1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions;*
- 2. Evidence-based observation techniques grounded in research;*
- 3. Application and use of the student growth percentile model and the value-added growth model;*
- 4. Application and use of approved teacher or principal practice 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's 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. 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 principals' overall rating and their subcomponent ratings; and*
- 9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.*

The Board of Education will recertify the Superintendent of Schools upon completion of training in the nine required elements over a period of not less than 16 hours.

To provide for inter-rater reliability, we have built in to the appeals process an opportunity for additional review. Appeals at Step 2 shall be reviewed by the Superintendent, the building principal/department head (for non-principal members), an ABA representative, and at the request of the unit member, additional members including a SAANYS representative.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Monday, September 17, 2012

Updated Friday, December 21, 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/5581/178231-3Uqgn5g9Iu/SignatureSheetDec21_2012.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.

GROWTH MEASURES

Current SLO Value All Teachers Except 4-8 ELA/Math

	Highly Effective			Effective									Developing					Ineffective			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% stdns mtng target	97-100	94-96	87-93	86	84-85	82-83	80-81	78-79	76-77	74-75	72-73	71	69-70	67-68	65-66	63-64	61-62	59-60	57-58	55-56	<55

LOCAL MEASURES

K-2

Growth Score as Shown on Measures of Academic Progress (MAP) Reading

	Highly Effective			Effective									Developing					Ineffective			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% chng in %ile	5	4	3	2	1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15

All non-ELA/Math teachers grades 3-8 and ELA/Math gr 3

% Proficient on 5th/8th Grade ELA

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
>90%	84%-89%	80%-83%	78%-79%	76-77%	74-75%	72-73%	70-71%	69%	68%	67%	65%	64%	63%	62%	61%	60%	59%	58%	57%	<57%

Local measures for 4-8 ELA/Math teachers

	Highly Effective		Effective						Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% Proficient	≥ 90%	80%-89%	77%-79%	74%-76%	71%-73%	69%-70%	67%-68%	65%-66%	64%	63%	62%	61%	60%	59%	58%	<58%

Grades 9-12

% Proficient on Avg of 5 Regents

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
>96%	95%-96%	94%	92%-93%	90%-91%	88%-89%	87%	86%	85%	84%	83%	82%	81%	80%	79%	78%	77%	76%	75%	74%	<74%

GROWTH MEASURES

Current SLO Value All Teachers Except 4-8 ELA/Math

	Highly Effective			Effective									Developing					Ineffective			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% stdns mtng target	97-100	94-96	87-93	86	84-85	82-83	80-81	78-79	76-77	74-75	72-73	71	69-70	67-68	65-66	63-64	61-62	59-60	57-58	55-56	<55

LOCAL MEASURES

K-2

Growth Score as Shown on Measures of Academic Progress (MAP) Reading

	Highly Effective			Effective									Developing					Ineffective			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% chng in %ile	5	4	3	2	1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15

All non-ELA/Math teachers grades 3-8 and ELA/Math gr 3

% Proficient on 5th/8th Grade ELA

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
≥90%	84%-89%	80%-83%	78%-79%	76-77%	74-75%	72-73%	70-71%	69%	68%	67%	65%	64%	63%	62%	61%	60%	59%	58%	57%	<57%

Local measures for 4-8 ELA/Math teachers

	Highly Effective		Effective						Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% Proficient	≥ 90%	80%-89%	77%-79%	74%-76%	71%-73%	69%-70%	67%-68%	65%-66%	64%	63%	62%	61%	60%	59%	58%	<58%

Grades 9-12

% Proficient on Avg of 5 Regents

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
>96%	95%-96%	94%	92%-93%	90%-91%	88%-89%	87%	86%	85%	84%	83%	82%	81%	80%	79%	78%	77%	76%	75%	74%	<74%

SLO Conversion to HEDI

District goal will be set at 80% of set population achieving the target. Conversion to HEDI points based on following table:

Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100	94-96	87-93	86	84-85	82-83	80-81	78-79	76-77	74-75	72-73	71	69-70	67-68	65-66	63-64	61-62	59-60	57-58	55-56	<55

SLO Conversion to HEDI

District goal will be set at 80% of set population achieving the target. Conversion to HEDI points based on following table:

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100	94-96	87-93	86	84-85	82-83	80-81	78-79	76-77	74-75	72-73	71	69-70	67-68	65-66	63-64	61-62	59-60	57-58	55-56	<55

Locally Selected Measures of Student Achievement For Principals with An Approved Value Added Measure

Proficiency Levels for ELA states assessments for Grades 5 and 8.

	Highly Effective		Effective						Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
<i>% Proficient</i>	≥ 90%	80%-89%	77%-79%	74%-76%	71%-73%	69%-70%	67%-68%	65%-66%	64%	63%	62%	61%	60%	59%	58%	<58%

Grades 9-12

% Proficient on Avg of 5 Regents (Living Environment, American History, Global Studies, Algebra 1)

	Highly Effective		Effective						Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	95%-100%	94%	91%-93%	89%-90%	87%-88%	84%-86%	81%-83%	80%	79%	78%	77%	76%	75%	74%	71%-73%	0-70%

**APPENDIX A: LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT
FOR ALL OTHER PRINCIPALS (20 points)**

CRPS - Grades K-2

Growth as Shown on 2011-2012 Gr.2 MAP Reading

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
5	4	3	2	1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15

BHS - Grades 9-12

% Proficient on 2011-2012 Avg of 5 Regent

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
>96%	95%-96%	94%	92%-93%	90%-91%	88%-89%	87%	86%	85%	84%	83%	82%	81%	80%	79%	78%	77%	76%	75%	74%	<74%

Multiple Measures of Effectiveness- 0-60 Conversion Chart

Sixty (60) points of the composite effectiveness score is based on Multiple Measures of Teacher Effectiveness consistent with the standards prescribed by the Commissioner in Regulation.

Level	Overall Rubric Average Score	60 Point Distribution for Composite Score
INEFFECTIVE	1 – 1.4	0 – 49
DEVELOPING	1.5 – 2.4	49.1 – 56.3
EFFECTIVE	2.5 – 3.4	56.4 – 58.8
HIGHLY EFFECTIVE	3.5 – 4.0	58.9 - 60

The follow conversion chart will be used to convert a Rubric Score to a Composite Score. The average rubric score for all 7 standards will be calculated (left column below). This average will then be converted to a composite score using the values below (right column). Composite scores will be shown to the tenths place.

Total Average Rubric Score	Category	Conversion Score for Composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23

1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5

3.8		59.8
3.9		60
4		60.25 (round to 60)

TEACHER IMPROVEMENT PLAN (TIP)

STATUS

- 1st Year Probation 2nd Year Probation
 3rd Year Probation
 Tenured
 Other _____

DATE FINAL EVALUATION CONDUCTED:

Teacher: _____ Tenure Area: _____ Observation Dates: _____

Evaluator: _____ Position: _____

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

Knowledge of Students and Student Learning **Knowledge of Content and Instructional Planning** **Instructional Practice** **Learning Environment**

Assessment for Student Learning **Professional Responsibilities and Collaboration** **Professional Growth**

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the teacher's improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Goals to address area(s) checked off above.	Activities to support improvement	How will the improvement be assessed?	Expected Date of Completion

SECTION III: "OTHER" MEASURES OF EFFECTIVENESS (60 POINTS)

Brighton Central School District

**Principal's Leadership and Management
Assessment Summary: LCI Multidimensional Rubric**

Using the rubric, the lead evaluator will circle the descriptor for each item that best matches the principal's performance. Using a holistic approach, a HEDI rating shall then be determined for each domain and overall on the rubric. Based on the overall rating on the rubric, points will be assigned according to the ranges below.

Name of Administrator: _____

Lead Evaluator: _____

School Year: _____

Date: _____

Domain	Highly Effective (10)	Effective (8-9)	Developing (7)	Ineffective (0-6)	Total Points
Domain #1: Shared Vision of Learning					
Domain #2: School Culture and Instructional Program					
Domain #3: Safe, Efficient, Effective Learning Environment					
Domain #4: Community					
Domain #5: Integrity, Fairness, Ethics					
Domain #6: Political, Social, Economic, Legal and Cultural Context					
Other: Goal Setting and Attainment					
Totals					

Overall Rating (Circle One): Highly Effective Effective Developing Ineffective

Rubric Performance Levels and Score Scale (For Principal Evaluations, Only)

<i>Performance Level</i>	<i>Points ranges negotiated (subject to negotiated revision should NYSED ranges change)</i>
Highly Effective	55-60
Effective	48-54
Developing	42-47
Ineffective	0 -41

Points Awarded 0-60: _____ / **Lead Evaluator Initials** _____

SECTION V: IMPROVEMENT PLAN

Brighton Central School District Principal Improvement Plan Process

Upon rating a principal or non-principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The lead evaluator, in conjunction with the administrator, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the administrator.

Brighton Central School District

Administrator Improvement Plan

Name of Administrator: _____

School Building: _____ Academic Year: _____

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

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Improvement Goal/Outcome:

--

Action Steps/Activities:

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Timeline for Completion:

--

Required and Accessible Resources, including identification of responsibility for provision:

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Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

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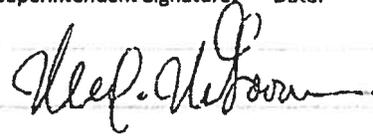
Evidence to be provided for Goal Achievement:

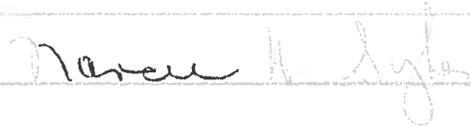
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Assessment Summary: The lead evaluator is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the Superintendent and principal with the opportunity for the principal to attach comments.

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

Signatures, dates

Superintendent Signature: Date: 12/21/12


Teachers Union President Signature: Date:
 12/21/12

Administrative Union President Signature: Date: 12/21/12


Board of Education President Signature: Date: 12/21/12
