



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 12, 2012

John W. Hertlein, Superintendent
Brocton Central School District
138 West Main Street
Brocton, NY 14716

Dear Superintendent Hertlein:

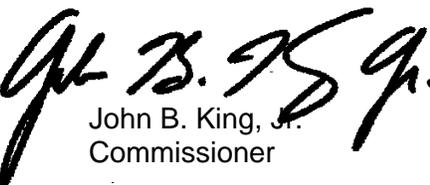
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information 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: David P. O'Rourke

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 03, 2012

Updated Monday, December 10, 2012

1

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 : 062301040000

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

062301040000

1.2) School District Name: BROCTON CSD

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

BROCTON 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 Friday, May 04, 2012

Updated Monday, December 10, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	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

HEDI categories will be assigned by the scores listed below - See HEDI Chart 2.11

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See HEDI Chart 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See HEDI Chart 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See HEDI Chart 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See HEDI Chart 2.11

2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.		HEDI categories will be assigned by the scores listed below - See HEDI Chart 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).		See HEDI Chart 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).		See HEDI Chart 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).		See HEDI Chart 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).		See HEDI Chart 2.11

2.4) Grades 6-8 Science

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

Science	Assessment
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6	District, regional or BOCES-developed assessment	Brocton Central Developed 6th Grade Science Assessment
7	District, regional or BOCES-developed assessment	Brocton Central School Developed 7th Grade Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI categories will be assigned by the scores listed below - See HEDI Chart 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See HEDI Chart 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See HEDI Chart 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See HEDI Chart 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See HEDI Chart 2.11

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Brocton Central School Developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Brocton Central School Developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Brocton Central School Developed 8th Grade 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.	HEDI categories will be assigned by the scores listed below - See HEDI Chart 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See HEDI Chart 2.11

Effective (9 - 17 points) Results meet District goals for similar students.	See HEDI Chart 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See HEDI Chart 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See HEDI Chart 2.11

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Brocton Central School Developed Global 1 9th Grade 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.	HEDI categories will be assigned by the scores listed below - See HEDI Chart 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See HEDI Chart 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See HEDI Chart 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See HEDI Chart 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See HEDI Chart 2.11

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI categories will be assigned by the scores listed below - See HEDI Chart 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See HEDI Chart 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See HEDI Chart 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See HEDI Chart 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See HEDI Chart 2.11

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI categories will be assigned by the scores listed below - See HEDI Chart 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See HEDI Chart 2.11

Effective (9 - 17 points) Results meet District goals for similar students.	See HEDI Chart 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See HEDI Chart 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See HEDI Chart 2.11

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	State approved 3rd party assessment	STAR Reading Enterprise
Grade 10 ELA	State approved 3rd party assessment	STAR Reading Enterprise
Grade 11 ELA	Regents assessment	ELA regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI categories will be assigned by the scores listed below - See HEDI Chart 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See HEDI Chart 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See HEDI Chart 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See HEDI Chart 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See HEDI Chart 2.11

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art K-5	School/BOCES-wide/group/team results based on State	ELA 4/5 Grade Assessment
Art 6-8	School/BOCES-wide/group/team results based on State	ELA 8 Grade Assessment

Art 9-12	School/BOCES-wide/group/team results based on State	ELA Regents Exam
General Music K-5	School/BOCES-wide/group/team results based on State	ELA 4/5 Grade Assessment
General Music 6-8	School/BOCES-wide/group/team results based on State	ELA 8 Grade Assessment
Vocal Music 6-12	School/BOCES-wide/group/team results based on State	ELA Regents Exam
Instrumental Music 6-12	School/BOCES-wide/group/team results based on State	ELA Regents Exam
Physical Education K-5	School/BOCES-wide/group/team results based on State	ELA 4/5 Grade Assessment
Physical Education 6-12	School/BOCES-wide/group/team results based on State	ELA Regents Exam
Business 9-12	School/BOCES-wide/group/team results based on State	ELA Regents Exam
Technology 6-12	School/BOCES-wide/group/team results based on State	ELA Regents Exam
Family Consumer Science 6-12	School/BOCES-wide/group/team results based on State	ELA Regents Exam
Health 6-12	School/BOCES-wide/group/team results based on State	ELA Regents Exam
All Other Teachers Not Mentioned Above	School/BOCES-wide/group/team results based on State	ELA Regents Exam
LOTE	District, Regional or BOCES-developed	BCE dist dev check point B LOTE Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI categories will be assigned by the scores listed below - See HEDI Chart 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See HEDI Chart 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See HEDI Chart 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See HEDI Chart 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See HEDI Chart 2.11

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/5364/124910-TXEttx9bQW/HEDI Chart 2.11.pdf

2.12) Locally Developed Controls

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

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

None

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

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

3. Local Measures (Teachers)

Created Friday, May 04, 2012

Updated Wednesday, December 12, 2012

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	4) State-approved 3rd party assessments	STAR Reading Enterprise
5	4) State-approved 3rd party assessments	STAR Reading Enterprise
6	4) State-approved 3rd party assessments	STAR Reading Enterprise
7	4) State-approved 3rd party assessments	STAR Reading Enterprise
8	4) State-approved 3rd party assessments	STAR Reading Enterprise

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.	The target goals set throughout the local measures will be based on this years achievement results on each assessment - See HEDI Chart 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.3

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	4) State-approved 3rd party assessments	STAR Math Enterprise
5	4) State-approved 3rd party assessments	STAR Math Enterprise
6	4) State-approved 3rd party assessments	STAR Math Enterprise
7	4) State-approved 3rd party assessments	STAR Math Enterprise
8	4) State-approved 3rd party assessments	STAR Math Enterprise

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.	The target goals set throughout the local measures will be based on this years achievement results on each assessment - See HEDI Chart 3.3
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.3

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.

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

described in 1) or 2), above

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

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

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	Brocton Central Developed K ELA Assessment - See HEDI Chart 3.13
1	5) District, regional, or BOCES-developed assessments	Brocton Central Developed Grade 1 ELA Assessment - See HEDI Chart 3.13
2	5) District, regional, or BOCES-developed assessments	Brocton Central Developed Grade 2 ELA Assessment - See HEDI Chart 3.13
3	4) State-approved 3rd party assessments	STAR Reading Enterprise

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.

The target goals set throughout the local measures will be based on this years achievement results on each assessment - See HEDI Chart 3.13

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Brocton Central School Developed K Math Assessment
1	5) District, regional, or BOCES–developed assessments	Brocton Central School Developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	Brocton Central School Developed Grade 2 Math Assessment
3	4) State-approved 3rd party assessments	STAR Math Enterprise

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.	The target goals set throughout the local measures will be based on this years achievement results on each assessment - See HEDI Chart 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. See HEDI Chart 3.13

3.6) Grades 6-8 Science

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The target goals set throughout the local measures will be based on this years achievement results on each assessment - See HEDI Chart 3.13, Table 7
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 1
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 1
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 1

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Brocton Central School Developed 6th Grade Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Brocton Central School Developed 7th Grade Social Studies Assessment

8	5) District, regional, or BOCES–developed assessments	Brocton Central School Developed 8th Grade Social Studies Assessment
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For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The target goals set throughout the local measures will be based on this years achievement results on each assessment - See HEDI Chart 3.13, Table 1
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 1
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 1
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 1

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Brocton Central School Developed Grade 9 Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Brocton Central School Developed Grade 9 Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	Brocton Central School Developed Grade 11 American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The target goals set throughout the local measures will be based on this years achievement results on each assessment - See HEDI Chart 3.13, Table 2
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 2
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 2

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	BCS Developed 9-12 Living Environment Final
Earth Science	5) District, regional, or BOCES–developed assessments	BCS Developed 9-12 Earth Science Final
Chemistry	5) District, regional, or BOCES–developed assessments	BCS Developed 9-12 Chemistry Final
Physics	5) District, regional, or BOCES–developed assessments	BCS Developed 9-12 Physics Final

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	The target goals set throughout the local measures will be based on this years achievement results on each
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this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	assessment - See HEDI Chart 3.13, Table 2
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 2
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 2

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	BCS Developed 9-12 Algebra 1 Final Exam
Geometry	5) District, regional, or BOCES–developed assessments	BCS Developed 9-12 Geometry 1 Final Exam
Algebra 2	5) District, regional, or BOCES–developed assessments	BCS Developed Algebra 2 Final Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The target goals set throughout the local measures will be based on this years achievement results on each assessment - See HEDI Chart 3.13, Table 2
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 2
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 2

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 2

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	BCS Developed Grade 9 ELA Achievement Final
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	BCS Developed Grade 10 ELA Achievement Final
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	BCS Developed Grade 11 ELA Achievement Final

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The target goals set throughout the local measures will be based on this years achievement results on each assessment - See HEDI Chart 3.13, Table 1
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 1
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 1
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13, Table 1

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
Foreign language Grade 8	5) District/regional/BOCES--developed	BOCES Regionally Developed 8th Grade LOTE Exam
General Music (K-5)	5) District/regional/BOCES--developed	BCS Districtwide Developed General Music Exam
Vocal Music (6-12)	5) District/regional/BOCES--developed	BCS Districtwide Developed Vocal Music Exam
Instrumental Music	5) District/regional/BOCES--developed	BCS Districtwide Developed Instrumental Music Exam
Physical Education	5) District/regional/BOCES--developed	BCS Districtwide Developed Grade K-5 Physical Education Exam
Physical Education	5) District/regional/BOCES--developed	BCS Districtwide Developed Grade 6-12 Physical Education Exam
Business	5) District/regional/BOCES--developed	BCS Districtwide Developed 9 - 12 Business Exam
Technology	5) District/regional/BOCES--developed	BCS Districtwide Developed Grade 8 Technology Exam
Family Consumer Science	5) District/regional/BOCES--developed	BCS Districtwide Developed Grade 8 Family Consumer Science Exam
Health	5) District/regional/BOCES--developed	BCS Districtwide Developed Grade 8 10 Health Exam
All other teachers not mentioned above	5) District/regional/BOCES--developed	BCS Districtwide Developed Course/Grade Specific Exam
Art	5) District/regional/BOCES--developed	BCS Districtwide Developed K-5 Art Exam
Art	5) District/regional/BOCES--developed	BCS Districtwide Developed 6-12 Art Exam
Special Ed	4) State-approved 3rd party	STAR Reading Enterprise Grade Appropriate
Title 1	4) State-approved 3rd party	STAR Reading Enterprise Grade Appropriate

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The target goals set throughout the local measures will be based on this years achievement results on each assessment - See HEDI Chart 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 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.

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3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

For teachers with a mix of sections / courses resulting in the use of multiple selected measures, all of the student scores from the multiple sections / courses will be combined into one overall component score of 0-15 or 0-20 as applicable, weighted proportionately based on the number of students in each section / course.

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, May 08, 2012

Updated Thursday, December 06, 2012

Page 1

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.

The NYSUT Teacher Practice Rubric will be used for all 60 points. Elements 1-5 will be used during the multiple classroom observations and the scores averaged together to result in a total of 31 possible HEDI points. Elements 6-7 will be addressed during the year end one on one conference evidence review resulting in a possible 29 HEDI points.

Possible 6 HEDI points for elements: 1,2,4,5

Possible 7 HEDI points for elements: 3

Possible 14.5 HEDI points for elements 6

Possible 14.5 HEDI points for elements 7

All points for other measure will be derived from the rubric. The rubric will use a four point scale. Each indicator will be scored using the following rating scale.

Highly Effective, Effective, Development, Ineffective
4 points 3 points 2 points 1 point

Prior to the summative evaluation meeting the evaluator will add up all points under each standard and

Standard 1

Indicator score 40-28 27-21 20-14 13-7 6 or less
Total Score 4 points 3.5 points 3 points 2 points 0 points

Standard 2

Indicator score 72-60 59-45 44-30 29-15 14 or less
Total Score 16 points 15.5 points 15 points 14 points 0 points

Standard 3

Indicator score 72-60 59-45 44-30 29-15 14 or less
Total Score 16 points 15.5 points 15 points 14 points 0 points

Standard 4

Indicator score 48-36 35-27 26-18 17-9 8 or less
Total Score 4 points 3.5 points 3 points 2 points 0 points

Standard 5

Indicator score 52-40 39-30 29-20 19-10 9 or less
Total Score 8 points 7.5 points 7 points 6 points 0 points

Standard 6

Indicator score 72-60 59-45 44-30 29-15 14 or less
Total Score 8 points 7.5 points 7 points 6 points 0 points

Standard 7

Indicator score 36-24 23-18 17-12 11-6 5 or less
Total Score 4 points 3.5 points 3 points 2 points 0 points

Teachers will earn points based on the evidence based observation, the pre-conference, and the post-conference. After the evaluation process is completed the points based on the four point scale will be converted into the 60 point scale.

Teachers will earn a Highly Effective rating if their converted score is between the 59-60 scoring band. A teacher will earn a Effective rating if their converted score is between the 57-58 scoring band. A teacher will earn a Developing rating if their converted score is between the 50-56 scoring band. A teacher will earn an Ineffective rating if their converted score is between the 0-49 scoring band.

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

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	59-60
Effective: Overall performance and results meet NYS Teaching Standards.	57-58

Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	50-56
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-49

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Both
-

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?

-
- Both
-

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

-
- Both
-

5. Composite Scoring (Teachers)

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Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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Page 1

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/5265/126696-Df0w3Xx5v6/tip_forms_11-16-12.pdf](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

BROCTON CENTRAL SCHOOL DISTRICT

Annual Professional Performance Review

Appeals procedures

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

APPR Subject to Appeal Procedure

Any unit member aggrieved by an APPR rating of “ineffective,” may challenge that APPR rating.

The Brocton Central School District assures that the appeals will be timely and expeditious in compliance with Ed Law 3012-C.

In accordance with Education Law 3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Educational Law 3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

Prohibition Against More Than One Appeal

A teacher may not file multiple appeals regarding the same performance review or teacher/principal 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 teacher has the burden of demonstrating by clear and convincing evidence that his/her overall rating of either the second concurrent or “ineffective” was affected by substantial error or defect.

Grounds for an Appeal

An appeal may be filed challenging the APPR based upon the following grounds:

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

Notification of the appeal

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within [10] school days after the teacher has received the APPR final composite score. 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. 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 provided to the superintendent of schools or his designee.

Supervising Administrator’s written response to appeal

With [10] school days of receipt of an appeal, the supervising administrator must submit a written response. 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. 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 provided to the superintendent of schools or his designee.

Decisions on Appeal

Step 1 – Within 10 days of receiving final rating a conference with the supervising administrator. The bargaining unit member shall upon request be entitled to an Association representative being present. The conference shall be an informal meeting wherein the authoring administrator and the employee are able to discuss the evaluation and the areas of dispute. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the second step. The second step shall be initiated by the unit member notifying the Committee in writing, within [5] days of the conclusion of the conference.

Step 2 – APPR Review Committee. The Committee make up shall be:

- a. One tenured administrator, certified to conduct evaluations, appointed by the Superintendent or his/her designee. The administrator appointed shall not be the administrator who authored the evaluation.*
- b. Two tenured teachers appointed by the President of the Association or his/her designee.*

The Committee shall reach its finding using the consensus model (meaning all members of the committee are in agreement). If consensus is not reached, the Committee shall write up the opposing viewpoints and submit the opposing viewpoints to the supervising

administrator, the employee, the Association President, and the Superintendent. If consensus is reached changes will be sent to the Superintendent to adjust or determine further action.

Decision-Maker on Appeal

The Superintendent will have the final determination in all appeals.

Decision

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based solely on the written record, comprised of the teacher's appeal papers and any documentary evidence which accompanied the appeal, as well as the school district's evaluators response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final and binding on the parties and shall not be subject to any further appeal through any other process, including grievance or arbitration procedures contained within the parties' collective bargaining agreement, adjudication before an administrative body or individual (including but not limited to the Commissioner of Education) or court action.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The Superintendent shall have the authority to rescind, modify, or affirm the rating. A new evaluation may be ordered.

The Brocton Central School District assures the appeal will be timely and expeditious in compliance with Education Law 3012-C.

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.

Training for evaluators and staff

Any evaluator 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.

The District will insure that all Lead Evaluators/Evaluators are properly trained and certified to complete an Individual Performance Review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluators training will replicate the recommended SED model certification process.

Evaluator training will occur regionally in cooperation with Erie 2 BOCES, using their Trained Network Team personnel who have all participated in the NYSED evaluator training for network teams. Principals/evaluators will also be trained for 35 hours with the Education Learning Team (ELT) on the NYSUT's Teacher Practice Rubric.

The District will provide ongoing evaluation training with simulated practice sessions in order to maintain inter-rater reliability over time in accordance with NYSED guidelines and protocols recommended in training for lead evaluators. Several formative evaluation activities will take place throughout the school year with Peer Assessments and corrections being provided during the activities.

Training and training activities will include the following:

- 1. NYS Teaching Standards/Common Core Standards*
- 2. ISLLC Standards*
- 3. Evidence based observation*
- 4. Application and use of the student growth percentile and Value Added Growth Model Data*
- 5. Application of the NYSUT's Teachers Practice Rubric*
- 6. Application of the Multi-dimensional Principal Performance Rubric*
- 7. Application and use of any assessment tools used to evaluate teachers*
- 8. Application and use of State-approved locally selected measures of student achievement*
- 9. Use of Statewide instructional reporting system (Win Cap software)*
- 10. Scoring methodology used to evaluate teachers*
- 11. Special training for the evaluation of teachers of ELL and Students with Disabilities*

Lead Evaluator:

The Elementary and Middle/High School Principals will be trained and certified as Lead Evaluators according to SED's model to insure consistency and defensibility on a bi-annual basis or more frequent if necessary.

The District will work to insure that the evaluators maintain inter-rater reliability over time and that they are re-certified on a bi-annual basis and that they will receive updated training on any changes in law, regulations or applicable collective bargaining agreements.

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 district's teacher practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted within [10] calendar days of the beginning of each subsequent school year for newly hired staff.

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 Friday, July 20, 2012

Updated Thursday, December 06, 2012

Page 1

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

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

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

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

K-5
6-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
N/A		

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.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

none

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 Friday, July 20, 2012

Updated Monday, December 10, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Aimsweb K-3
K-5	(d) measures used by district for teacher evaluation	STAR Reading Enterprise Grade 4-5
6-12	(d) measures used by district for teacher evaluation	5 Required Regents Exams

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 be assigned by the scores listed on HEDI Chart 8.1 and/or Table 1.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 8.1 and/or Table 1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 8.1 and/or Table 1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 8.1 and/or Table 1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Chart 8.1 and/or Table 1

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/5366/154025-qBFVOWF7fC/HEDI Chart 8.1 Table 1 2.pdf

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

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

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

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

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

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

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

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

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

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

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

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

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State

Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

none

8.4) Principals with More Than One Locally Selected Measure

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

Principals will have one local measure.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Friday, July 20, 2012

Updated Monday, December 10, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	Checked
9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	Checked
9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	Checked
9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	Checked
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	Checked

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:

- Checked

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.

See Principal's HEDI Chart 9.7.

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/5143/154026-pMADJ4gk6R/HEDI 9.7.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.	See HEDI Chart 9.7.
Effective: Overall performance and results meet standards.	See HEDI Chart 9.7.
Developing: Overall performance and results need improvement in order to meet standards.	See HEDI Chart 9.7.
Ineffective: Overall performance and results do not meet standards.	See HEDI Chart 9.7.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	50-54
Developing	45-49
Ineffective	0-44

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Friday, July 20, 2012

Updated Thursday, December 06, 2012

Page 1

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	50-54
Developing	45-49
Ineffective	0-44

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Friday, July 20, 2012

Updated Thursday, December 06, 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/5276/154033-Df0w3Xx5v6/PIP Plan for BCS Principals.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:

11.3 APPEALS PROCESS FOR PRINCIPALS

Only overall final evaluations receiving a rating of Ineffective or Developing can be appealed based only on what is outlined in Education Law Section 3012-C Principals will be allowed to respond/or comment in writing about their school formal observation or visit reports or any other component of their evaluation whether they choose to appeal the evaluation or not.

1. At least five days prior to submitting a formal appeal, the Principal must meet with the evaluator (in most cases, the Superintendent) to discuss his or her concerns. The Principal may invite a union or association representative if desired.

2. If a formal evaluation appeal is desired, the Principal/Directors must submit a written appeal to the Superintendent within (10) calendar days of receiving the final evaluation rating.

3. The Superintendent must provide the Principal/Director a written response to the appeal within 10 calendar days of receiving the formal written appeal from the Principal.

4. If the Principal/Director wishes to continue the appeal after receiving such written reply, the Principal/Director must submit a written appeal to the Erie 2 BOCES District Superintendent or his/her appointed appeal designee within 5 calendar days of receiving the Superintendent's written response.

5. Upon receiving the written appeal, the Erie 2 BOCES Appeal's Appointee will meet with both the Principal and the Superintendent who did the evaluation at their earliest convenience but not later than 20 calendar days of receiving the written appeal request.

6. The Erie 2 BOCES Appeal's Appointee must provide the Principal and the Superintendent a written response to the appeal as soon as possible but not later than 15 calendar days of the joint meeting.

7. The decision of the Erie 2 BOCES Appeal's Appointee shall be final and binding and not subject to the normal grievance procedure outlined in the BAA contract or individual professional contracts.

When a principal's appeal is successful, the Erie 2 BOCES hearing officer may amend the rating based upon collected facts or require a new evaluation to be conducted in whole or in part or provide other directives as appropriate. These directives will also be final.

The Brocton Central School District assures the appeal will be timely and expeditiously in compliance with Education Law 3012-C.

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.

11.4 TRAINING AND CERTIFICATION OF LEAD EVALUATORS EVALUATORS

As the sole evaluator of Principals in the Brocton Central School District, the Superintendent will be properly trained in the nine (9) elements of ISLLC 2008 Standards identified completing training through the Erie 1 and Erie 2 BOCES and NYSCOSS which will consist of a number of 1 and 2 day workshops, full and part-time training and shorter content and practice sessions throughout each school year. Due to there only being one sole evaluator of Principals, the inter-rater reliability is not an issue for the Brocton Central School District. However, regular interactive reviews and analysis of professional evidence within the multidimensional Principal Performance Rubric (MPPR) will take place for professional growth of the Superintendent and the Principals.

All documentation of training and development activities will be kept on file. Upon gathering ample and appropriate documentation that the Superintendent has been properly trained, the Superintendent will recommend to the Board of Education that he/she be officially certified to conduct principal evaluations.

The in-district activities outlined and participation in local, regional and State meetings and trainings will be ongoing and documentation of training will continue in order for the Superintendent to be re-certified each year.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

their related functions, as applicable

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
---	---------

11.6) Assurances -- Principals Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
--	---------

11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Friday, July 20, 2012

Updated Monday, December 10, 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/5581/154035-3Uqgn5g9Iu/APPR Signature Page 12-10-12.pdf](assets/survey-uploads/5581/154035-3Uqgn5g9Iu/APPR%20Signature%20Page%2012-10-12.pdf)

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

HEDI Chart 2:11

State Comparable Growth Subcomponent – Teachers of K-5, 6-8 ELA/Math and Special Area Teachers. Points will be assigned using the chart below.

		17	71 – 75%				
		16	66 – 70%				
		15	61 – 65%				
		14	56 – 60%	8	32 – 35%		
		13	52 – 55%	7	28 – 31%		
		12	48 – 51%	6	24 – 27%		
20	93-100%	11	44 – 47%	5	20 – 23 %	2	8 – 11%
19	88 – 92%	10	40 – 43%	4	16 – 19%	1	5- 7%
18	76 – 87%	9	36 - 39%	3	12 - 15%	0	0 – 4%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	

Process for Setting Targets:

- Brocton Central School District has adopted generic growth expectations for all grades and subjects with the bar set at 75% for the percent of students who must meet their SLO targets in order for the teacher to receive the maximum number of points within the Effective range.
- Teachers will receive a point total from 0 to 20 points according to the percentage of their students who meet or exceed their SLO target score (see chart below).
- Teachers of K-3 grade, 6-8 SS and Science and teachers of Regents courses, ELA 9, 10, Global 1, Social Studies 12 and LOTE will collect baseline data in the fall of 2012 using a pre-assessment. Teachers will write individual SLO's based on their individual class results on the pre-assessment. The pre-assessment is district-developed, based on the New York State Learning Standards and parallel to the summative assessment identified in the APPR plan/Review Room that will be used to measure growth.
- The district has established a process whereby each teacher will develop a chart that has each student listed along with the pre-assessment score. Teachers are also allowed to use baseline information such as the previous year's benchmark and historical data to develop a rationale to set individual targets for students
- Teachers will use their post-assessment as identified in APPR plan/Review room as evidence to measure each student's attainment of target.
- Teachers with more than one growth measure will have their SLO's weighted proportionately based on the number of students included in all SLO's. This will provide for one overall 20 point growth component score. See example below.
- For teachers under a building measure. The appropriate Building Level Principal will develop targets based upon State assessments.

	SLO 1	SLO 2
Step 1: Assess results of each SLO separately	16/20 points	11/20 points
Step 2: Weigh each SLO proportionately	Covers 60/110 students or 55% of overall students	Covers 50/110 students or 45% of overall students
Step 3: Calculate proportional points for each SLO	16 points x 55% = 9 points	11 points x 45% = 5 points
Overall Growth Score = 14 points		

- Teacher's Targets will be approved by the appropriate Building Level Principal.
- Building Principal will develop group SLO's using State Assessment data and setting targets for students. The Superintendent will approve group SLO's and the chart above will be used to distribute points to teachers covered by these SLO's.

Attachment for 3.3 Table 1: Brocton CSD HEDI Scale for 15 Point Locally-Selected Measures for Teachers in Grades/Subjects with Value-Added Measures (if approved) 4-8 Math and ELA.

				69% - 75%	13		
		31% - 30%	7	62% - 68%	12		
		26% - 30%	6	55% - 61%	11		
8% - 11%	2	21% - 25%	5	48% - 54%	10		
4% - 7%	1	16% - 20%	4	42% - 47%	9	88% - 100%	15
0% - 3%	0	12% - 15%	3	36% - 41%	8	76% - 87%	14
Ineffective		Developing		Effective		Highly Effective	

Process for Assigning Points:

- After considering previous student performance, normative data, third party data reports, District thresholds and District values/priorities the Brocton Central School District has adopted generic expectations for students meeting their individualized growth and/or achievement expectations (see above chart) across all grades and subjects.
- Teachers in grades 4-8 ELA and Math will utilize a State approved third party assessment – STAR Reading and STAR Math from Renaissance Learning.
- Teachers will receive a point total from 0 – 15 points on the above HEDI chart according to the percentage of their students meeting or exceeding the growth and/or achievement targets, as set by teachers and approved by building principals.
- Teachers with multiple locally-selected measures (e.g. 4th grade teachers with locally selected measures for both ELA and Math) will have their locally-selected measures weighted equally.

3.3 HEDI Table 2

Local Measure of Achievement if Value Added Model

	HEDI Points	% of Students	
Highly Effective	15	84.5% - 100%	Scored a 65 or higher on Regents Exam, District Developed Assessment, or 3 rd Party Assessments AND at least 25.0% scored above 85.0
	14	84.5% - 100%	Scored a 65 or higher on Regents Exam, District Developed Assessment, or 3 rd Party Assessments AND at least 20.0% scored above 85.0
Effective	13	100% - 95.5%	Scored a 65.0 or higher on Regents Exam or District Developed Assessment or 3 rd Party Assessments
	12	95.4% - 89.5%	Scored a 65.0 or higher on Regents Exam or District Developed Assessment or 3 rd Party Assessments
	11	89.4% - 83.5%	Scored a 65.0 or higher on Regents Exam or District Developed Assessment or 3 rd Party Assessments
	10	83.4% - 74.5%	Scored a 65.0 or higher on Regents Exam or District Developed Assessment or 3 rd Party Assessments
	9	74.4% - 70.5%	Scored a 65.0 or higher on Regents Exam or District Developed Assessment or 3 rd Party Assessments
	8	70.4% - 67.5%	Scored a 65.0 or higher on Regents Exam or District Developed Assessment or 3 rd Party Assessments
Developing	7	100% - 90.5%	Scored a 55.0 or higher on Regents Exam or District Developed Assessment or 3 rd Party Assessments
	6	90.4% - 81.5%	Scored a 55.0 or higher on Regents Exam or District Developed Assessment or 3 rd Party Assessments
	5	81.4% - 72.5%	Scored a 55.0 or higher on Regents Exam or District Developed Assessment or 3 rd Party Assessments
	4	72.4% - 63.5%	Scored a 55.0 or higher on Regents Exam or District Developed Assessment or 3 rd Party Assessments
	3	63.4% - 54.5%	Scored a 55.0 or higher on Regents Exam or District Developed Assessment or 3 rd Party Assessments
Ineffective	2	33.4% - 0%	Scored below 55.0 on Regents Exam or District Developed Assessment or 3 rd Party Assessments
	1	33.5% - 66.4%	Scored below 55.0 on Regents Exam or District Developed Assessment or 3 rd Party Assessments
	0	100% - 66.5%	Scored below 55.0 on Regents Exam or District Developed Assessment or 3 rd Party Assessments

*Teachers whose results are found in more than 1 ratings score will use the Highest HEDI Score toward their rating.

* Science 8 will use the following conversion with results from the NYS Science assessment in order to use this chart: 4 = 85, 3 = 65, 2 = 55, 1 = 0

**Attachment for 3.13 Table 1: Brocton CSD HEDI Scale for 20 Point Growth Score
K-3, 4-8, Sp Ed, Special Areas, Title 1 Teachers**

				71% - 75%	17		
				66% - 70%	16		
				61% - 65%	15		
		32% - 35%	8	56% - 60%	14		
		28% - 31%	7	52% - 55%	13		
		24% - 27%	6	48% - 51%	12		
8% - 11%	2	20% - 23%	5	44% - 47%	11	93% - 100%	20
4% - 7%	1	16% - 19%	4	40% - 43%	10	88% - 92%	19
0% - 3%	0	12% - 15%	3	36% - 39%	9	76% - 87%	18
Ineffective		Developing		Effective		Highly Effective	

Process for Assigning Points:

- Brocton Central School District has adopted generic growth expectations for all grades and subjects with the bar set at 75% for the percent of students who must meet their local targets in order for the teacher to receive the maximum number of points within the Effective range.
- Teachers will receive a point total from 0 to 20 points according to the percentage of their students who meet or exceed their local target score (see chart above).
- Teachers with more than one measure will have their Local Selective Measure weighted equally. This will provide for one overall 20 point growth component score.
- The building principal will approve the targets.

3.13 HEDI Table 2: Local Measure of Achievement based on Assessment – The following scale is for teachers of Regents courses, 6-8 SS and Science, English 9 & 10, Global 1, LOTE and Grade Social Studies.

Highly Effective	84.5% - 100%	20	Scored a 65 or higher on Regents Exam or District Developed Assessment AND at least 25.0% scored above 85.0
	84.5% - 100%	19	Scored a 65 or higher on Regents Exam or District Developed Assessment AND at least 20.0% scored above 85.0
	84.5% - 100%	18	Scored a 65 or higher on Regents Exam or District Developed Assessment AND at least 15.0% scored above 85.0
Effective	100% - 82.5%	17	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
	83.4% - 79.5%	16	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
	79.4% - 76.5%	15	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
	76.4% - 73.5%	14	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
	73.4% - 70.5%	13	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
	70.4% - 67.5%	12	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
	67.4% - 66.5%	11	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
	66.4% - 65.5%	10	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
	65.4% - 64.5%	9	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
Developing	100% - 61.5%	8	Scored a 55.0 or higher on Regents Exam or District Developed Assessment
	61.4% - 58.5%	7	Scored a 55.0 or higher on Regents Exam or District Developed Assessment
	58.4% - 57.5%	6	Scored a 55.0 or higher on Regents Exam or District Developed Assessment
	57.4% - 56.5%	5	Scored a 55.0 or higher on Regents Exam or District Developed Assessment
	56.4% - 55.5%	4	Scored a 55.0 or higher on Regents Exam or District Developed Assessment
	55.4% - 54.5%	3	Scored a 55.0 or higher on Regents Exam or District Developed Assessment
Ineffective	24.4% - 0%	2	Scored below 55.0 on Regents Exam or District Developed Assessment
	44.4% - 24.5%	1	Scored below 55.0 on Regents Exam or District Developed Assessment
	100% - 44.5%	0	Scored below 55.0 on Regents Exam or District Developed Assessment

- Teachers whose results are found in more than 1 ratings score will use the Highest HEDI Score toward their rating.
- Science 8 will use the following conversion with results from the NYS Science assessment in order to use this chart: 4=85, 3=65, 2=55, 1=0

Attachment for 9.7: Brocton CSD HEDI Scale for 60 Point Principals APPR Evaluation – Multidimensional Principal Performance Rubric (MPPR)

MPPR							
Raw	NY State						
Score	Score						
0 - 24	0 - 24						
25 - 26	25						
27 - 28	26						
29 - 30	27						
31 - 32	28						
33 - 34	29						
35 - 36	30						
37 - 38	31						
39 - 40	32						
41 - 42	33						
43 - 44	34						
45 - 46	35						
47 - 48	36						
49 - 50	37						
51 - 52	38	MPPR Raw	NY State	MPPR Raw	NY State	MPPR Raw	NY State
		Score	Score	Score	Score	Score	Score
53 - 54	39	71 - 72	49	78 - 79	54	87 - 88	60
55 - 56	40	69 - 70	48	76 - 77	53	85 - 86	59
57 - 58	41	67 - 68	47	75	52	83 - 84	58
59 - 60	42	66	46	74	51	82	57
61 - 62	43	65	45	73	50	81	56
63 - 64	44					80	55
Ineffective		Developing		Effective		Highly Effective	

*MPPR Raw Score Points are equal to NY State Score

- Sixty (60) points of a building principal’s total composite effectiveness score shall be based on a broad assessment of principal leadership and management actions using the Multidimensional Principal Performance Rubric. Building principals shall be rated on each dimension within the six domains of the rubric, as well as each goal, using a score of 1 to 4. Evidence upon which this broad assessment is based shall incorporate a minimum of two school visits to be conducted by the Superintendent of Schools. At least one of these visits shall be unannounced. Total points received in each of the dimensions and goals of the rubric shall be converted for purposes of calculating a building principal’s total number of points earned out of sixty (60) using a conversion chart.
- The following attachment contains a template scoring rubric to be used by the evaluator and a summary scoring sheet.
- The HEDI chart above sets forth the process for allocation of 0-60 points based on the total raw score earned.

Attachment for 8.1 Table 1: Brocton CSD HEDI Scale for 15 Point Locally-Selected Measures of Student Achievement for Principals in Grades K – 5 with an approved Value-Added Measures (if approved)

				58 – 59	13		
		48 – 49	7	56 – 57	12		
		46 – 47	6	54 – 55	11		
27 – 39	2	44 – 45	5	52 – 53	10		
14 – 26	1	42 – 43	4	51	9	65 – 100	15
0 – 13	0	40 - 41	3	50	8	60 – 64	14
Ineffective		Developing		Effective		Highly Effective	
Results are well below District performance goals		Results are below District performance goals		Results are in-line with District performance goals		Results exceed District performance goals	

- After considering previous student performance, normative data, third party data reports, District thresholds and district values/priorities the Brocton Central School District has adopted generic expectations for students meeting their individualized growth and/or achievement expectations in K-5.
- K-5 Principal will set individual targets for students that meet or exceed targeted goals.
- % of students that meet target translated into points using the above chart.
- Targets will be approved by the Superintendent.

HEDI 8.1

Table 2

Local Measure of Achievement if Value Added Model is approved for teachers identified as using Table 1

Highly Effective	84.5%-100%	15	Scored a 65 or higher on Regents Exam or District Developed Assessment AND at least 25.0% scored above 85.0
	84.5%-100%	14	Scored a 65 or higher on Regents Exam or District Developed Assessment AND at least 20.0% scored above 85.0
Effective	100%-95.5%	13	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
	95.4% -89.5%	12	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
	89.4% -83.5%	11	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
	83.4%-74.5%	10	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
	74.4%-70.5%	9	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
	70.4%-67.5%	8	Scored a 65.0 or higher on Regents Exam or District Developed Assessment
Developing	100%-90.5%	7	Scored a 55.0 or higher on Regents Exam or District Developed Assessment
	90.4%-81.5%	6	Scored a 55.0 or higher on Regents Exam or District Developed Assessment
	81.4%-72.5%	5	Scored a 55.0 or higher on Regents Exam or District Developed Assessment
	72.4%-63.5%	4	Scored a 55.0 or higher on Regents Exam or District Developed Assessment
	63.4%-54.5%	3	Scored a 55.0 or higher on Regents Exam or District Developed Assessment
Ineffective	33.4%-0%	2	Scored below 55.0 on Regents Exam or District Developed Assessment
	33.4%-66.4%	1	Scored below 55.0 on Regents Exam or District Developed Assessment
	100%-66.5%	0	Scored below 55.0 on Regents Exam or District Developed Assessment
*Teachers whose results are found in more than 1 ratings score will use the Highest HEDI Score toward their rating.			
♦Science 8 will use the following conversion with results from the NYS Science 8 assessment in order to use this chart			
4=85,3=65,2=55, 1=0			

Brocton Central School
Teacher Improvement Plan

A. Participants in the formation of this TIP:

Teacher

Building Principal

Union Representative

B. Domains that are identified for improvement (Check all that apply)

- Knowledge of Students and Learning
- Knowledge of Content and Instructional Planning
- Instructional Practices
- Learning Environment
- Assessment for Student Learning
- Professional Responsibilities and Collaboration
- Professional Growth

C. Plan will begin on _____ (date).

D. The parties to this agreement will meet on the following dates to review progress and formulate modifications if necessary:

_____	_____
_____	_____
_____	_____

E. Any changes or modifications made must be in writing and will be appended to this document.

SIGNATURES:

Teacher

Date

Building Administrator

Date

Union Representative

Date

Teacher Improvement Plan

Area needing improvement: _____

Timeline for improvement:

Manner in which improvement will be assessed:

Differentiated activities to support improvement:

Activity # 1: _____

Time: _____

Location: _____

Goal: _____

Other personnel involved: _____

Activity # 2: _____

Time: _____

Location: _____

Goal: _____

Other personnel involved: _____

Differentiated activities to support improvement (cont.):

Activity # 3: _____

Time: _____

Location: _____

Goal: _____

Other personnel involved: _____

Activity # 4: _____

Time: _____

Location: _____

Goal: _____

Other personnel involved: _____

Complete this form for each area identified as needing improvement.

Brocton Central School
Principal Improvement Plan

A. Participants in the formation of this PIP:

Principal

Superintendent

Union Representative

B. Domains that are identified for improvement (Check all that apply)

- Shared Vision of Learning
- School Culture and Instructional Programs
- Safe Efficient, Effective Learning Environment
- Community
- Integrity, Fairness, Ethics
- Other

C. Plan will begin on _____ (date).

D. The parties to this agreement will meet on the following dates to review progress and formulate modifications if necessary:

_____	_____
_____	_____
_____	_____

E. Any changes or modifications made must be in writing and will be appended to this document.

SIGNATURES:

Principal

Date

Superintendent

Date

Union Representative

Date

Principal Improvement Plan

Area needing improvement: _____

Timeline for improvement:

Manner in which improvement will be assessed:

Differentiated activities to support improvement:

Activity # 1: _____

Time: _____

Location: _____

Goal: _____

Other personnel involved: _____

Activity # 2: _____

Time: _____

Location: _____

Goal: _____

Other personnel involved: _____

Differentiated activities to support improvement (cont.):

Activity # 3: _____

Time: _____

Location: _____

Goal: _____

Other personnel involved: _____

Activity # 4: _____

Time: _____

Location: _____

Goal: _____

Other personnel involved: _____

Complete this form for each area identified as needing improvement.

Brocton Central School
Teacher Improvement Plan

Principal

PIP

PIP

A. Participants in the formation of this TIP:

Teacher Principal

Building Principal Superintendent

Union Representative

B. Domains that are identified for improvement (Check all that apply)

- ~~Knowledge of Students and Learning~~ Shared Vision of Learning
- ~~School Culture and Instructional Programs~~ Knowledge of Content and Instructional Planning
- ~~Instructional Practices~~ Safe, Efficient, Effective Learning Environment
- ~~Learning Environment~~ Community
- ~~Assessment for Student Learning~~ Integrity, Fairness, Ethics
- ~~Professional Responsibilities and Collaboration~~ other
- Professional Growth

C. Plan will begin on _____ (date).

D. The parties to this agreement will meet on the following dates to review progress and formulate modifications if necessary:

_____	_____
_____	_____
_____	_____

E. Any changes or modifications made must be in writing and will be appended to this document.

SIGNATURES:

Teacher Principal

_____ Date

Building Administrator Superintendent

_____ Date

Union Representative

_____ Date

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

John W. Hattler 12/10/12

Teachers Union President Signature: Date:

Karen P. MacIntyre 12/10/12

Administrative Union President Signature: Date:

Shelma D. Ben 12/10/12

Board of Education President Signature: Date:

Thomas S. De Joe 12/10/12