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
89 Washington Avenue, Room 111
Albany, New York 12234

E-mail: commissioner@nysed.gov
Twitter:@NYSEDCommissioner
Tel: (518) 474-5844
Fax: (518) 473-4909

January 13, 2015

Revised

Dr. Angelina Maloney, Superintendent
Brunswick Central School District (Brittonkill)
3992 New York Route 2
Troy, NY 12180

Dear Superintendent Maloney

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

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

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

Thank you again for your hard work.

Sincerely,

Elizabeth R. Berlin
Acting Commissioner

Attachment

c: Charles Dedrick

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

Annual Professional Performance Reviews

Created Monday, July 28, 2014

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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 490202040000

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

490202040000

1.2) School District Name: BRUNSWICK CSD (BRITTONKILL)

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

BRUNSWICK CSD (BRITTONKILL)

1.3) Assurances

Please check all of the boxes below:

1.3) 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
1.3) 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
1.3) 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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Monday, July 28, 2014
Updated Wednesday, December 24, 2014

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 where there is no State-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See Guidance for more detail on teachers with State-provided measures AND SLOs.)

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

2.1) Assurances

Please check the boxes below:

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.	Checked

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists
List of State-approved 3rd party assessments
District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
School- or BOCES-wide, group or team results based on State assessments

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	Fountas & Pinnell
1	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	Fountas & Pinnell
2	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	Fountas & Pinnel

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher, in collaboration with the appropriate principal, will establish a baseline using each student's pre-assessment score and/or prior academic history. This baseline will be used to set student growth targets. Whether individual or class-wide targets are set, all teachers within a grade or subject will use the same type of target. A post-assessment will measure the level of growth from the baseline data. Students will be expected to make progress from the baseline by meeting or exceeding a

	target score set by the teacher and approved by the principal. The number of students making progress by meeting or exceeding the target will be counted and converted to a percent. The percent will be converted to a HEDI. Type of target and actual target will be established within two weeks of the end of the first grading period
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 90-100% 19 85-89% 18 80-84%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 75-79%; 16 72-74%; 15 69-71%; 14 66-68%; 13 63-65%; 12 60-62%; 11 57-59%; 10 53-56%; 9 50-52%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 45-49%; 7 40-44%; 6 35-39%; 5 30-34%; 4 28-29%; 3 26-27%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 20-25%; 1 10-19%; 0 0-9%

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	District developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	District developed 1st Grade Math Assessment
2	District, regional, or BOCES-developed assessment	District developed 2nd Grade Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher, in collaboration with the appropriate principal, will establish a baseline using each student's pre-assessment score and/or prior academic history. This baseline will be used to set student growth targets. Whether individual or class-wide targets are set, all teachers within a grade or subject will use the same type of target. A post-assessment will measure the level of growth from the baseline data. Students will be expected to make progress from the baseline by meeting or exceeding a target score set by the teacher and approved by the principal. The number of students making progress by meeting or exceeding the target will be counted and converted to a percent. The percent will be converted to a HEDI. Type of target and actual target will be established within two weeks of the end of the first grading period.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 90-100% 19 85-89% 18 80-84%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 75-79%; 16 72-74%; 15 69-71%; 14 66-68%; 13 63-65%; 12 60-62%; 11 57-59%; 10 53-56%; 9 50-52%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 45-49%; 7 40-44%; 6 35-39%; 5 30-34%; 4 28-29%; 3 26-27%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 20-25%; 1 10-19%; 0 0-9%

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Brunswick Central School District (BCSD) developed 6th Grade Science Assessment
7	District, regional or BOCES-developed assessment	Brunswick Central School District (BCSD) 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher, in collaboration with the appropriate principal, will establish a baseline using each student's pre-assessment score and/or prior academic history. This baseline will be used to set student growth targets. Whether individual or class-wide targets are set, all teachers within a grade or subject will use the same type of target. A post-assessment will measure the level of growth from the baseline data. Students will be expected to make progress from the baseline by meeting or exceeding a target score set by the teacher and approved by the principal. The number of students making progress by meeting or exceeding the target will be counted and converted to a percent. The percent will be converted to a HEDI. Type of target and actual target will be established within two weeks of the end of the first grading period.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 90-100% 19 85-89% 18 80-84%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 75-79%; 16 72-74%; 15 69-71%; 14 66-68%; 13 63-65%; 12 60-62%; 11 57-59%; 10 53-56%; 9 50-52%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 45-49%; 7 40-44%; 6 35-39%; 5 30-34%; 4 28-29%; 3 26-27%

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 20-25%; 1 10-19%; 0 0-9%

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	Brunswick Central School District (BCSD) developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Brunswick Central School District (BCSD) developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Brunswick Central School District (BCSD) 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher, in collaboration with the appropriate principal, will establish a baseline using each student's pre-assessment score and/or prior academic history. This baseline will be used to set student growth targets. Whether individual or class-wide targets are set, all teachers within a grade or subject will use the same type of target. A post-assessment will measure the level of growth from the baseline data. Students will be expected to make progress from the baseline by meeting or exceeding a target score set by the teacher and approved by the principal. The number of students making progress by meeting or exceeding the target will be counted and converted to a percent. The percent will be converted to a HEDI. Type of target and actual target will be established within two weeks of the end of the first grading period.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 90-100% 19 85-89% 18 80-84%
Effective (9 - 17 points) Results meet District goals for similar students.	17 75-79%; 16 72-74%; 15 69-71%; 14 66-68%; 13 63-65%; 12 60-62%; 11 57-59%; 10 53-56%; 9 50-52%
Developing (3 - 8 points) Results are below District goals for similar students.	8 45-49%; 7 40-44%; 6 35-39%; 5 30-34%; 4 28-29%; 3 26-27%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 20-25%; 1 10-19%; 0 0-9%

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	Brunswick Central School District (BCSD) developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher, in collaboration with the appropriate principal, will establish a baseline using each student's pre-assessment score and/or prior academic history. This baseline will be used to set student growth targets. Whether individual or class-wide targets are set, all teachers within a grade or subject will use the same type of target. A post-assessment will measure the level of growth from the baseline data. Students will be expected to make progress from the baseline by meeting or exceeding a target score set by the teacher and approved by the principal. The number of students making progress by meeting or exceeding the target will be counted and converted to a percent. The percent will be converted to a HEDI. Type of target and actual target will be established within two weeks of the end of the first grading period.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 90-100% 19 85-89% 18 80-84%
Effective (9 - 17 points) Results meet District goals for similar students.	17 75-79%; 16 72-74%; 15 69-71%; 14 66-68%; 13 63-65%; 12 60-62%; 11 57-59%; 10 53-56%; 9 50-52%
Developing (3 - 8 points) Results are below District goals for similar students.	8 45-49%; 7 40-44%; 6 35-39%; 5 30-34%; 4 28-29%; 3 26-27%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 20-25%; 1 10-19%; 0 0-9%

2.7) High School Science Regents Courses

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

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

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

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

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.	Each teacher, in collaboration with the appropriate principal, will establish a baseline using each student's pre-assessment score and/or prior academic history. This baseline will be used to set student growth targets. Whether individual or class-wide targets are set, all teachers within a grade or subject will use the same type of target. A post-assessment will measure the level of growth from the baseline data. Students will be expected to make progress from the baseline by meeting or exceeding a target score set by the teacher and approved by the principal. The number of students making progress by meeting or exceeding the target will be counted and converted to a percent. The percent will be converted to a HEDI. Type of target and actual target will be established within two weeks of the end of the first grading period.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 90-100% 19 85-89% 18 80-84%
Effective (9 - 17 points) Results meet District goals for similar students.	17 75-79%; 16 72-74%; 15 69-71%; 14 66-68%; 13 63-65%; 12 60-62%; 11 57-59%; 10 53-56%; 9 50-52%
Developing (3 - 8 points) Results are below District goals for similar students.	8 45-49%; 7 40-44%; 6 35-39%; 5 30-34%; 4 28-29%; 3 26-27%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 20-25%; 1 10-19%; 0 0-9%

2.8) High School Math Regents Courses

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

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

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

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

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

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	Each teacher, in collaboration with the appropriate principal, will establish a baseline using each student's pre-assessment score and/or prior academic history. This baseline will be used

2.11, below.	to set student growth targets. Whether individual or class-wide targets are set, all teachers within a grade or subject will use the same type of target. A post-assessment will measure the level of growth from the baseline data. Students will be expected to make progress from the baseline by meeting or exceeding a target score set by the teacher and approved by the principal. The number of students making progress by meeting or exceeding the target will be counted and converted to a percent. The percent will be converted to a HEDI. Type of target and actual target will be established within two weeks of the end of the first grading period. Only the Common Core Algebra 1 Regents exam will be administered. For Geometry, both the 2005 Regents exam and the Common Core Regents Exam will be administered as long as permissible by SED. When the 2005 Regents exam is discontinued by SED, only the Common Core Regents exam will be used. Teachers will use the higher of the two for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 90-100% 19 85-89% 18 80-84%
Effective (9 - 17 points) Results meet District goals for similar students.	17 75-79%; 16 72-74%; 15 69-71%; 14 66-68%; 13 63-65%; 12 60-62%; 11 57-59%; 10 53-56%; 9 50-52%
Developing (3 - 8 points) Results are below District goals for similar students.	8 45-49%; 7 40-44%; 6 35-39%; 5 30-34%; 4 28-29%; 3 26-27%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 20-25%; 1 10-19%; 0 0-9%

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Brunswick Central School District (BCSD) developed 9th Grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Brunswick Central School District (BCSD) developed 10th Grade ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive Exam in English Language Arts/ Common Core English Language Arts exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Each teacher, in collaboration with the appropriate principal, will establish a baseline using each student’s pre-assessment

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	score and/or prior academic history. This baseline will be used to set student growth targets. Whether individual or class-wide targets are set, all teachers within a grade or subject will use the same type of target. A post-assessment will measure the level of growth from the baseline data. Students will be expected to make progress from the baseline by meeting or exceeding a target score set by the teacher and approved by the principal. The number of students making progress by meeting or exceeding the target will be counted and converted to a percent. The percent will be converted to a HEDI. Type of target and actual target will be established within two weeks of the end of the first grading period. Students in Common Core courses will take both the Common Core and the Comprehensive ELA Regents for as long as permissible. Teachers will use the higher of the two scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 90-100% 19 85-89% 18 80-84%
Effective (9 - 17 points) Results meet District goals for similar students.	17 75-79%; 16 72-74%; 15 69-71%; 14 66-68%; 13 63-65%; 12 60-62%; 11 57-59%; 10 53-56%; 9 50-52%
Developing (3 - 8 points) Results are below District goals for similar students.	8 45-49%; 7 40-44%; 6 35-39%; 5 30-34%; 4 28-29%; 3 26-27%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 20-25%; 1 10-19%; 0 0-9%

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

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

	Course(s) or Subject(s)	Option	Assessment
	AP US History	State Assessment	NYS US History and Government Regents Exam
	All other courses not named above	District, Regional or BOCES-developed	Brunswick Central School District (BCSD) developed grade and subject specific 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher, in collaboration with the appropriate principal, will establish a baseline using each student's pre-assessment score and/or prior academic history. This baseline will be used to set student growth targets. Whether individual or class-wide targets are set, all teachers within a grade or subject will use the same type of target. A post-assessment will measure the level of growth from the baseline data. Students will be expected to

	make progress from the baseline by meeting or exceeding a target score set by the teacher and approved by the principal. The number of students making progress by meeting or exceeding the target will be counted and converted to a percent. The percent will be converted to a HEDI. Type of target and actual target will be established within two weeks of the end of the first grading period.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 90-100% 19 85-89% 18 80-84%
Effective (9 - 17 points) Results meet District goals for similar students.	17 75-79%; 16 72-74%; 15 69-71%; 14 66-68%; 13 63-65%; 12 60-62%; 11 57-59%; 10 53-56%; 9 50-52%
Developing (3 - 8 points) Results are below District goals for similar students.	8 45-49%; 7 40-44%; 6 35-39%; 5 30-34%; 4 28-29%; 3 26-27%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 20-25%; 1 10-19%; 0 0-9%

If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

(No response)

2.11) HEDI Tables or Graphics

For questions 2.2 through 2.10 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

(No response)

2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

No controls.

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://www.engageny.org/resource/student-learning-objectives-guidance-document).	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
2.14) Assurances | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
2.14) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as “Not Applicable” (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed grade 4 ELA assessment
5	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed grade 5 ELA assessment
6	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed grade 6 ELA assessment
7	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed grade 7 ELA assessment
8	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed grade 8 ELA assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Growth targets will be set collaboratively by the teacher(s) and the appropriate building principal after they review relevant student baseline data .Whether individual or class-wide targets are set, all teachers within a grade or subject will use the same type of target. All targets will be reviewed for relevance to

	instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. Students will be expected to meet or exceed the target score. The number of students meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. NOTE: THE SCALE BELOW IS BASED ON 15 POINTS. THE CONVERSION SCALE PRESENTED IN TASK 2 WILL BE USED IN THE ABSENCE OF A VALUE-ADDED MEASURE. Type of target and actual target will be established within two weeks of the end of the first grading period.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 100%-90%; 14 89%-80%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 79-75%; 12 74-70%; 11 69-65%; 10 64-60%; 9 59-55%; 8 54-50%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 49-45%; 6 44-40%; 5 39-35%; 4 34-30%; 3 29-25%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 24-17%; 1 16-9%; 0 8-0%

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Brnswick Central School District developed grade 4 math assessment
5	5) District, regional, or BOCES–developed assessments	Brnswick Central School District developed grade 5 math assessment
6	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed grade 6 math assessment
7	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed grade 7 math assessment
8	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed grade 8 math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Growth targets will be set collaboratively by the teacher(s) and the appropriate building principal after they review relevant student baseline data .Whether individual or class-wide targets are set, all teachers within a grade or subject will use the same

	type of target. All targets will be reviewed for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. Students will be expected to meet or exceed the target score. The number of students meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. NOTE: THE SCALE BELOW IS BASED ON 15 POINTS. THE CONVERSION SCALE PRESENTED IN TASK 2 WILL BE USED IN THE ABSENCE OF A VALUE-ADDED MEASURE. Type of target and actual target will be established within two weeks of the end of the first grading period.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 100%-90%; 14 89%-80%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 79-75%; 12 74-70%; 11 69-65%; 10 64-60%; 9 59-55%; 8 54-50%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 49-45%; 6 44-40%; 5 39-35%; 4 34-30%; 3 29-25%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 24-17%; 1 16-9%; 0 8-0%

3.3) HEDI Tables or Graphics

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

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) approved grade K reading assessment
1	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) approved grade 1 reading assessment
2	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) approved grade 2 reading assessment
3	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) approved grade 3 reading assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Growth targets will be set collaboratively by the teacher(s) and the appropriate building principal after they review relevant student baseline data .Whether individual or class-wide targets are set, all teachers within a grade or subject will use the same type of target. All targets will be reviewed for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. Students will be

	expected to meet or exceed the target score. The number of students meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. Type of target and actual target will be established within two weeks of the end of the first grading period.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 90-100%; 19 85-89%; 18 80-84%
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 75-79%; 16 72-74%; 15 69-71%; 14 66-68%; 13 63-65%; 12 60-62%; 11 57-59%; 10 53-56%; 9 50-52%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 45-49%; 7 40-44%; 6 35-39%; 5 30-34%; 4 28-29%; 3 26-27%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 20-25%; 1 10-19%; 0 0-9%

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed grade K math assessment
1	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed grade 1 math assessment
2	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed grade 2 math assessment
3	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed grade 3 math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Growth targets will be set collaboratively by the teacher(s) and the appropriate building principal after they review relevant student baseline data .Whether individual or class-wide targets are set, all teachers within a grade or subject will use the same type of target. All targets will be reviewed for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. Students will be expected to meet or exceed the target score. The number of students meeting and exceeding the target will be counted and

	converted to a percent. The percent will be converted to HEDI. Type of target and actual target will be established within two weeks of the end of the first grading period.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 90-100%; 19 85-89%; 18 80-84%
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 75-79%; 16 72-74%; 15 69-71%; 14 66-68%; 13 63-65%; 12 60-62%; 11 57-59%; 10 53-56%; 9 50-52%
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	8 45-49%; 7 40-44%; 6 35-39%; 5 30-34%; 4 28-29%; 3 26-27%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 20-25%; 1 10-19%; 0 0-9%

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed grade 6 Science assessment (assessment different from that used for State-Growth Measure)
7	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed grade 7 Science assessment (assessment different from that used for State-Growth Measure)
8	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) 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.	Growth targets will be set collaboratively by the teacher(s) and the appropriate building principal after they review relevant student baseline data .Whether individual or class-wide targets are set, all teachers within a grade or subject will use the same type of target. All targets will be reviewed for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. Students will be expected to meet or exceed the target score. The number of students meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. Type of target and actual target will be established within two weeks of the end of the first grading period.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 90-100%; 19 85-89%; 18 80-84%

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 75-79%; 16 72-74%; 15 69-71%; 14 66-68%; 13 63-65%; 12 60-62%; 11 57-59%; 10 53-56%; 9 50-52%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 45-49%; 7 40-44%; 6 35-39%; 5 30-34%; 4 28-29%; 3 26-27%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 20-25%; 1 10-19%; 0 0-9%

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed grade 6 Social Studies assessment (assessment different from that used for State-Growth Measure)
7	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed grade 7 Social Studies assessment (assessment different from that used for State-Growth Measure)
8	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed grade 8 Social Studies assessment (assessment different from that used for State-Growth Measure)

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.	Growth targets will be set collaboratively by the teacher(s) and the appropriate building principal after they review relevant student baseline data .Whether individual or class-wide targets are set, all teachers within a grade or subject will use the same type of target. All targets will be reviewed for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. Students will be expected to meet or exceed the target score. The number of students meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. Type of target and actual target will be established within two weeks of the end of the first grading period.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 90-100%; 19 85-89%; 18 80-84%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 75-79%; 16 72-74%; 15 69-71%; 14 66-68%; 13 63-65%; 12 60-62%; 11 57-59%; 10 53-56%; 9 50-52%

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 45-49%; 7 40-44%; 6 35-39%; 5 30-34%; 4 28-29%; 3 26-27%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 20-25%; 1 10-19%; 0 0-9%

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed Grade 9 Global Studies Assessment (assessment different from that used for State-Growth Measure)
Global 2	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed Grade 10 Global Studies Assessment
American History	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) 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.	Growth targets will be set collaboratively by the teacher(s) and the appropriate building principal after they review relevant student baseline data .Whether individual or class-wide targets are set, all teachers within a grade or subject will use the same type of target. All targets will be reviewed for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. Students will be expected to meet or exceed the target score. The number of students meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. Type of target and actual target will be established within two weeks of the end of the first grading period.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 90-100%; 19 85-89%; 18 80-84%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 75-79%; 16 72-74%; 15 69-71%; 14 66-68%; 13 63-65%; 12 60-62%; 11 57-59%; 10 53-56%; 9 50-52%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 45-49%; 7 40-44%; 6 35-39%; 5 30-34%; 4 28-29%; 3 26-27%

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 20-25%; 1 10-19%; 0 0-9%

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed Living Environment assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed Earth Science assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed Chemistry assessment
Physics	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed Physics assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Growth targets will be set collaboratively by the teacher(s) and the appropriate building principal after they review relevant student baseline data .Whether individual or class-wide targets are set, all teachers within a grade or subject will use the same type of target. All targets will be reviewed for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. Students will be expected to meet or exceed the target score. The number of students meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. Type of target and actual target will be established within two weeks of the end of the first grading period.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 90-100%; 19 85-89%; 18 80-84%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 75-79%; 16 72-74%; 15 69-71%; 14 66-68%; 13 63-65%; 12 60-62%; 11 57-59%; 10 53-56%; 9 50-52%
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 45-49%; 7 40-44%; 6 35-39%; 5 30-34%; 4 28-29%; 3 26-27%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 20-25%; 1 10-19%; 0 0-9%

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed Algebra assessment
Geometry	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed Geometry assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed Algebra 2 assessment

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

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

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

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.	Growth targets will be set collaboratively by the teacher(s) and the appropriate building principal after they review relevant student baseline data .Whether individual or class-wide targets are set, all teachers within a grade or subject will use the same type of target. All targets will be reviewed for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. Students will be expected to meet or exceed the target score. The number of students meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. Type of target and actual target will be established within two weeks of the end of the first grading period.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 90-100%; 19 85-89%; 18 80-84%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 75-79%; 16 72-74%; 15 69-71%; 14 66-68%; 13 63-65%; 12 60-62%; 11 57-59%; 10 53-56%; 9 50-52%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 45-49%; 7 40-44%; 6 35-39%; 5 30-34%; 4 28-29%; 3 26-27%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 20-25%; 1 10-19%; 0 0-9%

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed Grade 9 ELA assessment (assessment different from that used for State-Growth Measure)
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed Grade 10 ELA assessment (assessment different from that used for State-Growth Measure)
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Brunswick Central School District (BCSD) developed Grade 11 ELA assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Growth targets will be set collaboratively by the teacher(s) and the appropriate building principal after they review relevant student baseline data .Whether individual or class-wide targets are set, all teachers within a grade or subject will use the same type of target. All targets will be reviewed for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. Students will be expected to meet or exceed the target score. The number of students meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. Type of target and actual target will be established within two weeks of the end of the first grading period .
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 90-100%; 19 85-89%; 18 80-84%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 75-79%; 16 72-74%; 15 69-71%; 14 66-68%; 13 63-65%; 12 60-62%; 11 57-59%; 10 53-56%; 9 50-52%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 45-49%; 7 40-44%; 6 35-39%; 5 30-34%; 4 28-29%; 3 26-27%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 20-25%; 1 10-19%; 0 0-9%

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	AP US History	5) District/regional/BOCES–developed	Brunswick Central School District (BCSD) developed US History assessment
	All other courses not mentioned	5) District/regional/BOCES–developed	Brunswick Central School District (BCSD) developed grade and subject specific assessment (assessment different from that used in State-Growth Measure)

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.	Growth targets will be set collaboratively by the teacher(s) and the appropriate building principal after they review relevant student baseline data .Whether individual or class-wide targets are set, all teachers within a grade or subject will use the same type of target. All targets will be reviewed for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. Students will be expected to meet or exceed the target score. The number of students meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. Type of target and actual target will be established within two weeks of the end of the first grading period.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	20 90-100%; 19 85-89%; 18 80-84%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 75-79%; 16 72-74%; 15 69-71%; 14 66-68%; 13 63-65%; 12 60-62%; 11 57-59%; 10 53-56%; 9 50-52%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 45-49%; 7 40-44%; 6 35-39%; 5 30-34%; 4 28-29%; 3 26-27%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 20-25%; 1 10-19%; 0 0-9%

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

(No response)

3.13) HEDI Tables or Graphics

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

(No response)

3.14) Locally Developed Controls

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

No controls.

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 locally 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. Standard rounding rules will apply when determining a teachers' HEDI score.

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

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, July 29, 2014
Updated Monday, January 05, 2015

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.)

4.1) Teacher Practice Rubric | Rubric	Danielson's Framework for Teaching (2011 Revised Edition)

Second Rubric, if applicable	(No response)

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(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)
[SurveyTools.4] My Student Survey, LLC’s Survey of Teacher Practice (STeP) survey for use in grades 3-12	(No response)

4.4) Assurances

Please check all of the boxes below:

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.

TENURED TEACHERS

Formal Observation (30 POINTS)
For tenured teachers, each component in Domains 2 and 3 will be rated on a four point scale (see below). All components for which there is evidence will then be averaged, resulting in an average score from zero to four. Components for which there is no evidence will not be included in the average. The average from the four point scale will then be converted to a score out of 30 (See Attached - 30 Point Conversion).

Informal Observation (10 POINTS)
For tenured teachers, each of at least five components of Domain 2 and Domain 3 combined, teachers will be rated on a four point scale (see below). All components for which there is evidence will then be averaged, resulting in an average score from zero to four. Components for which there is no evidence will not be included in the average. The average from the four point scale will then be

converted to a score out of 10 (See Attached 10 Point Conversion).

Pre-Observation Worksheet (structured review of Lesson plans) – Domain 1 (10 POINTS)
For each component of Domain 1, teachers will be rated on a four point scale (see below). All components will then be averaged, resulting in an average score from zero to four. The average from the four point scale will then be converted to a score out of 10 (See Attached - 10 Point Conversion).

Other Teacher Artifacts – Domain 4 (10 POINTS)
For each component of Domain 4, teachers will be rated on a four point scale (see below). All components will then be averaged, resulting in an average score from zero to four. The average from the four point scale will then be converted to a score out of 10 (See Attached - 10 Point Conversion).

PROBATIONARY TEACHERS

For probationary teachers, there will be 3 formal observations, each worth 40 points. For each observation, each component in Domains 2 and 3 will be rated on a four point scale (see below). All components for which there is evidence will then be averaged, resulting in an average score from zero to four. Components for which there is no evidence will not be included in the average. The average from the four point scale will then be converted to a score out of 40 (See Attached - 40 Point Conversion). The scores on the three formal observations will be averaged, resulting in a total score out of 40 points.

There are no informal observations for probationary teachers.

Pre-Observation Worksheet(structured review of Lesson plans) – Domain 1 (10 POINTS)
For each component of Domain 1, teachers will be rated on a four point scale (see below). All components will then be averaged, resulting in an average score from zero to four. The average from the four point scale will then be converted to a score out of 10 (See Attached - 10 Point Conversion).

Other Teacher Artifacts – Domain 4 (10 POINTS)
For each component of Domain 4, teachers will be rated on a four point scale (see below). All components will then be averaged, resulting in an average score from zero to four. The average from the four point scale will then be converted to a score out of 10 (See Attached - 10 Point Conversion).

NOTE: Standard rounding rules apply and will not result in a teacher moving from one rating category to another.

HEDI Scale 4 Point Scale
Highly Effective 3.5-4
Effective 2.5-3.4
Developing 1.5-2.4
Ineffective 0-1.4

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/12179/1483338-eka9yMJ855/10-30-40 POINT CONVERSIONS(corrected).doc

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	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.	49-56
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-48

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	49-56
Ineffective	0-48

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	3
Informal/Short	0
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?

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1

Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Tuesday, July 29, 2014
Updated Wednesday, November 19, 2014

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.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

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

Where there is no Value-Added measure

	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	Ranges determined locally--see below	91-100
Effective	9-17	9-17		75-90
Developing	3-8	3-8		65-74
Ineffective	0-2	0-2		0-64

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

Highly Effective	59-60
Effective	57-58
Developing	49-56
Ineffective	0-48

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

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

Overall
Composite Score

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

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, July 29, 2014
Updated Thursday, October 30, 2014

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	(No response)
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. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/12193/1483471-Df0w3Xx5v6/TIP plan master 7-30-14.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:

WHO CAN APPEAL

Probationary teachers may not appeal the APPR. Probationary teachers may submit a written rebuttal that will be attached to the APPR in the member's personnel file. Probationary teachers may only challenge claims of APPR procedural violations through the contractual grievance procedure.

A tenured teacher who earns a rating of ineffective or developing may appeal his/her APPR and the and the school's issuance and/or implementation of an improvement plan in accordance with the procedures and conditions set forth in this section. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan.

Tenured teachers may submit written rebuttals of determinations of "Effective" and "Highly Effective" if desired, but may not appeal such ratings.

WHAT CAN BE APPEALED

Tenured teachers may only appeal the substance of the review, and rating, the District's adherence to the standards and methodologies required for such reviews as set forth in Education Law §3012-c and applicable rules and regulations, the District's failure to comply with locally negotiated procedures, and/or the issuance and/or implementation of the terms of an improvement plan, in connection with "Ineffective" and "Developing" determinations.

A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised in the initial appeal shall be deemed waived.

BURDEN OF PROOF

The burden of proof to establish a rational basis for the appeal rests with the appellant.

THE PROCESS

1. The appeal must be submitted in writing to the building principal within ten (10) school days of the issuance of the APPR or implementation or issuance of a Teacher Improvement Plan ("TIP") and shall set forth the basis of the appeal.
2. Upon receipt of the appeal, the Administrator/Building Principal involved will schedule a meeting to discuss the challenge within 5 school days of the teacher's request.
3. The evaluating administrator shall advise the teacher in writing whether there will be any change in the APPR rating TIP either at the meeting or within two (2) school days of the meeting.
4. The teacher then has five (5) school days from receipt of evaluating administrator's response to submit a written appeal to the Superintendent setting forth any and all objections to the APPR rating/TIP.
5. The district superintendent will notify the association president and the Appeals Panel in writing with five (5) school days of the appeal and schedule an appeal hearing within thirty (30) calendar days of the receipt of the appeal.
6. If the Appeals Panel comes to a consensus and is in agreement on whether to, set aside the rating, uphold the rating and/or call for a new review conducted by an administrator (not the original evaluator), or modify the TIP, the Appeals Panel will, within ten (10) school days of the appeal hearing, give written notice of its decision to the appealing teacher, the president of the Brittonkill Teachers' Association (BTA), and the superintendent of schools, and the decision of the committee shall be final.
7. If the Appeals Panel cannot reach consensus, the matter shall be referred to the Superintendent of Schools immediately following the meeting of the Appeals Panel. Each member of the Appeals Panel (individually or jointly with another member) may submit to the Superintendent, within three (3) school days of the meeting of the Appeals Panel a written statement describing his/her conclusions, justifications, and recommendations for disposition of the appeal. Any Panel Member statements submitted shall not be disclosed to either the appealing teacher or evaluating administrator. The Superintendent of Schools will review all statements and the record on appeal and will make the final determination. The Superintendent's final determination shall be in writing and shall be issued within ten (10) school days of the Appeals Panel's notice that it could not reach a determination. Copies of the Superintendent's determination shall be provided to the appealing teacher, evaluating administrator and BTA president.
8. The determination of the appeal pursuant to the above process is final, binding, and shall not be the subject of a grievance or arbitration provisions of the collective bargaining agreement. Failure of either the District or Association to abide by the above agreed upon process is subject to the grievance procedure.

THE APPEALS PANEL

The APPR Appeals Panel is a standing committee made up of two (2) administrators from within the District appointed by the Superintendent of Schools, and two (2) tenured teachers from within the District appointed by the President of the BTA. All members of the Panel shall be appointed for a term of three years, and all members shall be required to complete the training required of lead evaluators under the APPR regulations.

The parties agree that in the event the work of the Panel would require a member of the Panel to consider an appeal from an APPR that the Panel member authored, or if a member of the Panel wishes to be excused from consideration of any appeal, the appealing teacher shall have the appeal considered by the remaining members of the Panel and a substitute member selected, for that appeal only, by the

superintendent of schools, in the event an administrator is excused, or by the president of the BTA, in the event a teacher is excused.

The district ensures that the appeals process will be timely and expeditious in compliance with Education Law 3012—c.

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

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

The District will ensure that all Evaluators/Lead Evaluators are properly trained and certified to complete an evaluation in accordance with APPR guidelines. Evaluator training will be conducted by Questar III BOCES and will include all required elements as listed in Regents Rules section 30-2.9b. Evaluator training will be based upon the recommended SED model certification process. The superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are recertified based on continued trainings through Questar III BOCES, NYSCOSS and in-district. These trainings will occur on a regular basis as determined by any changes in the law, regulations or applicable collective bargaining agreements. The inter-reliability training will be conducted by a Questar III BOCES Network Team. Training will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators. All evaluators will be certified/recertified on an annual basis with a minimum of one day of training.

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 Wednesday, July 30, 2014

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.

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

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

K-5
6-12

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(s) 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	Checked

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

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

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

State assessments, required if one exists
District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms
List of State-approved 3rd party assessments

First, list the grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment." For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

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 - All principals in Brunswick Central School District (BCSD) will be assigned NYS growth scores and HEDI ratings by NYSED.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A - All principals in Brunswick Central School District (BCSD) will be assigned NYS growth scores and HEDI ratings by NYSED.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A - All principals in Brunswick Central School District (BCSD) will be assigned NYS growth scores and HEDI ratings by NYSED.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A - All principals in Brunswick Central School District (BCSD) will be assigned NYS growth scores and HEDI ratings by NYSED.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A - All principals in Brunswick Central School District (BCSD) will be assigned NYS growth scores and HEDI ratings by NYSED.

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document.	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
7.6) Assurances -- Comparable Growth Measures | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created Wednesday, July 30, 2014
Updated Wednesday, December 24, 2014

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	K-5	(d) measures used by district for teacher evaluation	Brunswick Central School District (BCSD) developed course-specific assessments in ELA and Math
	6-12	(d) measures used by district for teacher evaluation	NYS Regents exams-composite percentage of 9 exams: CC ELA; CC Algebra 1; Geometry; Algebra 2; Global Studies; US History and Government; Earth Science; Living Environment and Chemistry

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.	Annual performance targets for student achievement will be set for increasing passing levels on NYS assessments and local summative assessments. Passing is defined as a score of 65 or above. Each range of performance targets is associated with a possible score ranging from 0-15 points. HEDI points will be awarded by the percentage of students earning a passing score. K-5 students will be scored on a 100 point scale. For Geometry, both the 2005 NYS and CC Regents will be administered so long as permitted by SED. Teachers will use the higher of the two scores for APPR purposes. NOTE: THE SCALE BELOW IS BASED ON 15 POINTS. IN THE ABSENCE OF A VALUE-ADDED MEASURE, THE UPLOADED 0-20 POINT SCALE WILL APPLY.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 Points=100%-90%; 14 Points=89%-80%

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 Points=79%-75%; 12 Points=74%-70%; 11 Points=69%-65%; 10 Points=64%-60%; 9 Points=59%-55%; 8 Points=54%-50%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 Points=49%-45%; 6 Points=44%-40%; 5 Points=39%-35%; 4 Points=34%-30%; 3 Points=29%-25%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points=24%-17%; 1 Point=16%-9%; 0 Points=8%-0%

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/12190/1486231-qBFVOWF7fC/20 POINT HEDI SCALE.doc

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

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

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

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

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

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

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

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

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

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

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

with high school grades

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

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

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

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

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

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-All Brunswick principals covered under 8.1.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A-All Brunswick principals covered under 8.1.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A-All Brunswick principals covered under 8.1.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A-All Brunswick principals covered under 8.1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A-All Brunswick principals covered under 8.1.

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No controls.

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.

When using multiple measures in components will be weighted equally, then averaged, to determine a composite score for the local measure. Standing rounding rules will apply.

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

9. Other Measures of Effectiveness (Principals)

Created Wednesday, July 30, 2014
Updated Wednesday, December 24, 2014

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.

9.1) Principal Practice Rubric | Rubric	Marshall's Principal Evaluation Rubric

Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below if assigning any points to "ambitious and measurable goals":

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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.

60 points out of the 100 point composite score are based upon a 60-point summative year-end evaluation based upon the Kim Marshall rubric.
The Superintendent of Schools will be performing a minimum of two principal observations/meetings on an annual basis. The Superintendent of Schools will provide the principal with a copy of the observation/meeting form and will evaluate and score principals in a holistic manner covering the entire rubric. Each element will be scored holistically based on all evidence gathered across multiple school visits.
As part of the observation process, principals are also required to submit artifacts pertaining to any element of the rubric for consideration. Evidence will be collected throughout the school year to substantiate an administrator's work product.
Each domain set forth within this paragraph is premised upon the Principal Evaluation Rubrics by Kim Marshall. The observations of principals shall consist of six domains and ten elements per domain. Each element of each domain will be scored between 1-4; the element scores within each domain will be averaged, then multiplied by 2.5, to determine the score for each domain. All domain scores will be combined for a total 0-60 HEDI score.
Domain One: Diagnosis and Planning. A maximum of ten points for this domain are allocated as follows:
ineffective=2.5 points; developing=2.75-5 points; effective=5.25-7.5 points; and highly effective=7.75-10 points.
Domain Two: Priority Management and Communication. A maximum of ten points for this domain are allocated as follows:
ineffective=2.5 points; developing=2.75-5 points; effective=5.25-7.5 points; and highly effective=7.75-10 points.
Domain Three: Curriculum and Data. A maximum of ten points for this domain are allocated as follows:
ineffective=2.5 points; developing=2.75-5 points; effective=5.25-7.5 points; and highly effective=7.75-10 points.
Domain Four: Supervision, Evaluation and Professional Development. A maximum of ten points for this domain are allocated as follows:
ineffective=2.5 points; developing=2.75-5 points; effective=5.25-7.5 points; and highly effective=7.75-10 points.
Domain Five: Discipline and Parent Involvement. A maximum of ten points for this domain are allocated as follows:
ineffective=2.5 points; developing=2.75-5 points; effective=5.25-7.5 points; and highly effective=7.75-10 points.
Domain Six: Management and External Relations. A maximum of ten points for this domain are allocated as follows:
ineffective=2.5 points; developing=2.75-5 points; effective=5.25-7.5 points; and highly effective=7.75-10 points.
Scores will be rounded to the nearest whole number using general rounding rules. If a principal is rated ineffective in all elements, their score will be a zero. Rounding will not result in a principal moving into a different HEDI rating category.

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	59-60
Effective: Overall performance and results meet standards.	57-58
Developing: Overall performance and results need improvement in order to meet standards.	50-56
Ineffective: Overall performance and results do not meet standards.	0-49

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Wednesday, July 30, 2014
Updated Friday, August 22, 2014

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.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

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

Where there is no Value-Added measure

	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	Ranges determined locally--see below	91-100
Effective	9-17	9-17		75-90
Developing	3-8	3-8		65-74
Ineffective	0-2	0-2		0-64

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

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

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

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

Overall
Composite Score

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

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Wednesday, July 30, 2014
Updated Tuesday, November 25, 2014

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

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

assets/survey-uploads/12168/1486335-Df0w3Xx5v6/PIP.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:

Appeals of "Ineffective" and "Developing" ratings only:
A. Probationary administrators may submit a written rebuttal that will be attached to the APPR in the member's personnel file. Probationary administrators may not appeal the APPR.
B. Tenured administrators may submit written rebuttals for determination of "Effective" if desired, but may not appeal such ratings. Tenured administrators may only appeal the substance and rating, adherence to the standards and methodologies required for such

review, adherence to the Commissioner of Education's regulations, issuance and/or implementation of the terms of an improvement plan in connection with "Ineffective" and "Developing" determinations. An administrator may not file multiple appeals regarding the same performance review or 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.

Time Frame for Filing an Appeal:
Stage 1: The principal will appeal to the superintendent in writing within ten (10) business days of receipt of the APPR. Within five (5) business days of the submission of the appeal the principal and the superintendent will have a meeting to discuss the appeal and the superintendent will respond in writing to the principal within ten (10) business days of the meeting.
Stage 2: The appeal must be resubmitted in writing to the superintendent. A panel will be established, consisting of a minimum of two retired District-Level Administrators, mutually agreed upon by the Administrators Association and Superintendent. The appeal must be filed within ten (10) business days of issuance of the Stage 1 appeal decision, and shall set forth the basis of appeal. The failure to file an appeal within the time frame shall be deemed a waiver of the right to appeal, and the appeal shall be deemed abandoned.
When filing an appeal, the administrator must submit a detailed written description of the specific areas of disagreement over his/her performance review and any additional documents or materials relevant to the appeal. The performance review being challenged must be submitted with the appeal. If the panel members agree, in addition to considering the written records when making its decision, the panel may request additional written information, which may include questions addressed to the principal and/or the superintendent, in order to render its decision. Both the principal and the superintendent will be notified of the panel's information requests. In the event the panel's request for information delays the process, such delay shall not be unreasonable. Other than additional information requested by the panel, any information not submitted at the time the appeal is filed shall not be considered.

Decision:
A written decision on the merits of the stage 2 appeal by the Review Committee shall be rendered no later than thirty (30) calendar days from the date upon which the principal filed his/her appeal. The appeal shall be based upon a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal. Such decision will be final. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. A copy of the decision will be provided to the principal and the evaluator. The principal may rebut the decision in writing but may not appeal the substance of the decision. However, failure of the District or Association to abide by the above agreed upon process is subject to the grievance procedure. If at any stage of the appeals process, where the rating is being appealed, a decision is made in favor of the principal, the decision must include a recalculation of the score consistent with the decision. This appeals process is the exclusive remedy for resolving disputes regarding an individual's APPR rating.
The district ensures that the appeals process will be timely and expeditious in compliance with Education Law 3012-c.

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

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

a) The "lead evaluator" is the administrator who is primarily responsible for a principal's evaluation under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a principal.
b) All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations thereunder. Such training shall include application and use of rubric(s) selected by the District for use in evaluations.
c) Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the district as a lead evaluator.
d) Recertification will occur based on continued trainings through Questar III BOCES, NYSCOSS and in district. These trainings will review elements as necessary but will primarily focus on sharing and application practice.
The evaluator will receive a minimum of 1 day of training.
e) In the future, should two or more evaluators be used, inter-rater reliability will be maintained through regular calibration training.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, September 03, 2014
Updated Thursday, January 08, 2015

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

assets/survey-uploads/12158/1557000-3Uqgn5g9Iu/District Certification Form 1-8-15.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.

40 POINT CONVERSION

HEDI Rating	4 Point Scale	40 Point Scale
HIGHLY EFFECTIVE	4.0	40
HIGHLY EFFECTIVE	3.9	40
HIGHLY EFFECTIVE	3.8	40
HIGHLY EFFECTIVE	3.7	39.3
HIGHLY EFFECTIVE	3.6	39.3
HIGHLY EFFECTIVE	3.5	39.3
EFFECTIVE	3.4	38.7
EFFECTIVE	3.3	38.7
EFFECTIVE	3.2	38.7
EFFECTIVE	3.1	38.7
EFFECTIVE	3.0	38.7
EFFECTIVE	2.9	38
EFFECTIVE	2.8	38
EFFECTIVE	2.7	38
EFFECTIVE	2.6	38
EFFECTIVE	2.5	38
DEVELOPING	2.4	37.3
DEVELOPING	2.3	37.3
DEVELOPING	2.2	36.7
DEVELOPING	2.1	36.7
DEVELOPING	2.0	36
DEVELOPING	1.9	36
DEVELOPING	1.8	35.3
DEVELOPING	1.7	34.7
DEVELOPING	1.6	34
DEVELOPING	1.5	33.3
INEFFECTIVE	1.4	32.7
INEFFECTIVE	1.3	29
INEFFECTIVE	1.2	18
INEFFECTIVE	1.1	12
INEFFECTIVE	1.0	6
INEFFECTIVE	0.9	6
INEFFECTIVE	0.8	6
INEFFECTIVE	0.7	6
INEFFECTIVE	0.6	6
INEFFECTIVE	0.5	6
INEFFECTIVE	0.4	6
INEFFECTIVE	0.3	6
INEFFECTIVE	0.2	6
INEFFECTIVE	0.1	6
INEFFECTIVE	0	0

30 POINT CONVERSION

HEDI Rating	4 Point Scale	30 Point Scale
HIGHLY EFFECTIVE	4.0	30
HIGHLY EFFECTIVE	3.9	30
HIGHLY EFFECTIVE	3.8	30
HIGHLY EFFECTIVE	3.7	29.5
HIGHLY EFFECTIVE	3.6	29.5
HIGHLY EFFECTIVE	3.5	29.5
EFFECTIVE	3.4	29
EFFECTIVE	3.3	29
EFFECTIVE	3.2	29
EFFECTIVE	3.1	29
EFFECTIVE	3.0	29
EFFECTIVE	2.9	28.5
EFFECTIVE	2.8	28.5
EFFECTIVE	2.7	28.5
EFFECTIVE	2.6	28.5
EFFECTIVE	2.5	28.5
DEVELOPING	2.4	28
DEVELOPING	2.3	28
DEVELOPING	2.2	27.5
DEVELOPING	2.1	27.5
DEVELOPING	2.0	27
DEVELOPING	1.9	27
DEVELOPING	1.8	26.5
DEVELOPING	1.7	26
DEVELOPING	1.6	25.5
DEVELOPING	1.5	25
INEFFECTIVE	1.4	24.5
INEFFECTIVE	1.3	23
INEFFECTIVE	1.2	13.5
INEFFECTIVE	1.1	9
INEFFECTIVE	1.0	4.5
INEFFECTIVE	0.9	4.5
INEFFECTIVE	0.8	4.5
INEFFECTIVE	0.7	4.5
INEFFECTIVE	0.6	4.5
INEFFECTIVE	0.5	4.5
INEFFECTIVE	0.4	4.5
INEFFECTIVE	0.3	4.5
INEFFECTIVE	0.2	4.5
INEFFECTIVE	0.1	4.5
INEFFECTIVE	0	0

10 POINT CONVERSION

HEDI Rating	4 Point Scale	10 Point Scale
HIGHLY EFFECTIVE	4.0	10
HIGHLY EFFECTIVE	3.9	10
HIGHLY EFFECTIVE	3.8	10
HIGHLY EFFECTIVE	3.7	9.8
HIGHLY EFFECTIVE	3.6	9.8
HIGHLY EFFECTIVE	3.5	9.8
EFFECTIVE	3.4	9.7
EFFECTIVE	3.3	9.7
EFFECTIVE	3.2	9.7
EFFECTIVE	3.1	9.7
EFFECTIVE	3.0	9.7
EFFECTIVE	2.9	9.5
EFFECTIVE	2.8	9.5
EFFECTIVE	2.7	9.5
EFFECTIVE	2.6	9.5
EFFECTIVE	2.5	9.5
DEVELOPING	2.4	9.3
DEVELOPING	2.3	9.3
DEVELOPING	2.2	9.2
DEVELOPING	2.1	9.2
DEVELOPING	2.0	9
DEVELOPING	1.9	9
DEVELOPING	1.8	8.8
DEVELOPING	1.7	8.7
DEVELOPING	1.6	8.5
DEVELOPING	1.5	8.3
INEFFECTIVE	1.4	8.2
INEFFECTIVE	1.3	6
INEFFECTIVE	1.2	4.5
INEFFECTIVE	1.1	3
INEFFECTIVE	1.0	1.5
INEFFECTIVE	0.9	1.5
INEFFECTIVE	0.8	1.5
INEFFECTIVE	0.7	1.5
INEFFECTIVE	0.6	1.5
INEFFECTIVE	0.5	1.5
INEFFECTIVE	0.4	1.5
INEFFECTIVE	0.3	1.5
INEFFECTIVE	0.2	1.5
INEFFECTIVE	0.1	1.5
INEFFECTIVE	0	0

Teacher Improvement Plan

Date _____

Name of Teacher: _____
School Building: _____
Name of Supervisor: _____

Areas in Need of Improvement: As identified through the APPR process. Include as many as necessary.

Goals to Address Area(s) identified as in need of improvement	Activities/Professional Development to support teacher improvement	How will the improvement be assessed?	Timeline

Teacher Comment(s):

Teacher's Signature _____ Date: _____

Administrator's Signature _____ Date: _____

CC: BTA President(s)

Progress Meetings

Date	Goals Discussed	Evidence and/or Follow-up

20 Point HEDI Scale

HIGHLY EFFECTIVE
20 90-100%
19 85-89%
18 80-84%

EFFECTIVE
17 75-79%
16 72-74%
15 69-71%
14 66-68%
13 63-65%
12 60-62%
11 57-59%
10 53-56%
9 50-52%

DEVELOPING
8 45-49%
7 40-44%
6 35-39%
5 30-34%
4 28-29%
3 26-27%

INEFFECTIVE
2 20-25%
1 10-19%
0 0-9%

Brunswick (Brittonkill) Central School District

Principal Improvement Plan

Name of Principal: _____

School Building: _____

Date: _____

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

Improvement Goal / Outcome:

Action Steps / Activities:

Timeline for completion:

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

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

Evidence to be provided for Goal Achievement:

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

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

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

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

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

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

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

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

- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Signatures, dates

Superintendent Signature: Date:

Angeline Maloney 1/5/15

Teachers Union President Signature: Date: 1/5/15

Eric Olson Timothy Jacquet Co-Presidents

Administrative Union President Signature: Date:

Karen Schirmer 1/5/15

Board of Education President Signature: Date:

Mark Wade 1/5/15

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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

Joyclene Maloney 1/5/15