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

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

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January 9, 2013

Revised

Stephan J. Vigliotti, Sr., Superintendent
General Brown Central School District
P.O. Box 500
Dexter, NY 13634

Dear Superintendent Vigliotti:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Jack Boak

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 17, 2012
Updated Wednesday, November 28, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 220401040000

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

220401040000

1.2) School District Name: GENERAL BROWN CSD

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

GENERAL BROWN CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, May 17, 2012
Updated Wednesday, November 28, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Jeff-Lewis BOCES regionally developed Kindergarten ELA assessment
1	District, regional, or BOCES-developed assessment	Jeff-Lewis BOCES regionally developed 1st grade ELA assessment
2	District, regional, or BOCES-developed assessment	Jeff-Lewis BOCES regionally developed 2nd grade ELA assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Individual Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant student baseline data. All targets will be reviewed and approved by the building Principal for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be allocated to teachers based on the percentage of students meeting or exceeding their individual growth targets (See chart in 2.11).
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Evidence indicates exceptional student learning gain across SLO(s), including special populations. Expectations described in SLO(s) are well-above District expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Evidence indicates significant student learning gain across SLO(s), including special populations. Expectations described in SLO(s) meet District expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Expectations described in SLO(s) are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Evidence indicates little to no student learning gain across SLO(s). Expectations described in SLO(s) are not met. Results are well-below District expectations.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Jeff-Lewis BOCES regionally developed Kindergarten Math assessment
1	District, regional, or BOCES-developed assessment	Jeff-Lewis BOCES regionally developed 1st grade Math assessment
2	District, regional, or BOCES-developed assessment	Jeff-Lewis BOCES regionally 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Individual Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant student baseline data. All targets will be reviewed and approved by the building Principal for relevance to instructional objectives, fairness, balance with other targets and the

	time/effort necessary to produce results. HEDI points will be allocated to teachers based on the percentage of students meeting or exceeding their individual growth targets (See chart in 2.11).
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Evidence indicates exceptional student learning gain across SLO(s), including special populations. Expectations described in SLO(s) are well-above District expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Evidence indicates significant student learning gain across SLO(s), including special populations. Expectations described in SLO(s) meet District expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Expectations described in SLO(s) are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Evidence indicates little to no student learning gain across SLO(s). Expectations described in SLO(s) are not met. Results are well-below District expectations.

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	Not applicable	not applicable
7	District, regional or BOCES-developed assessment	Jeff-Lewis BOCES regionally developed 7th Grade Science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Individual Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant student baseline data. All targets will be reviewed and approved by the building Principal for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be allocated to teachers based on the percentage of students meeting or exceeding their individual growth targets (See chart in 2.11).
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Evidence indicates exceptional student learning gain across SLO(s), including special populations. Expectations described in SLO(s) are well-above District expectations.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Evidence indicates significant student learning gain across SLO(s), including special populations. Expectations described in SLO(s) meet District expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Expectations described in SLO(s) are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Evidence indicates little to no student learning gain across SLO(s). Expectations described in SLO(s) are not met. Results are well-below District expectations.

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	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Jeff-Lewis BOCES regionally developed 7th Grade Social Studies assessment
8	District, regional or BOCES-developed assessment	Jeff-Lewis BOCES regionally developed 8th Grade Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Individual Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant student baseline data. All targets will be reviewed and approved by the building Principal for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be allocated to teachers based on the percentage of students meeting or exceeding their individual growth targets (See chart in 2.11).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gain across SLO(s), including special populations. Expectations described in SLO(s) are well-above District expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicates significant student learning gain across SLO(s), including special populations. Expectations described in SLO(s) meet District expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Expectations described in SLO(s) are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little to no student learning gain across SLO(s). Expectations described in SLO(s) are not met. Results are well-below District expectations.

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	General Brown Central School District developed Global 1 Grade 9 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Individual Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant student baseline data. All targets will be reviewed and approved by the building Principal for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be allocated to teachers based on the percentage of students meeting or exceeding their individual growth targets (See chart in 2.11).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gain across SLO(s), including special populations. Expectations described in SLO(s) are well-above District expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicates significant student learning gain across SLO(s), including special populations. Expectations described in SLO(s) meet District expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Expectations described in SLO(s) are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little to no student learning gain across SLO(s). Expectations described in SLO(s) are not met. Results are well-below District expectations.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Individual Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant student baseline data. All targets will be reviewed and approved by the building Principal for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be allocated to teachers based on the percentage of students meeting or exceeding their individual growth targets (See chart in 2.11).
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Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicates significant student learning gain across SLO(s), including special populations. Expectations described in SLO(s) meet District expectations.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little to no student learning gain across SLO(s). Expectations described in SLO(s) are not met. Results are well-below District expectations.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Individual Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant student baseline data. All targets will be reviewed and approved by the building Principal for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be allocated to teachers based on the percentage of students meeting or exceeding their individual growth targets (See chart in 2.11).
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little to no student learning gain across SLO(s). Expectations described in SLO(s) are not met. Results are well-below District expectations.

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	General Brown Central School District developed 9th Grade ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	General Brown Central School District developed 10th Grade ELA assessment
Grade 11 ELA	Regents assessment	ELA Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Individual Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant student baseline data. All targets will be reviewed and approved

	by the building Principal for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be allocated to teachers based on the percentage of students meeting or exceeding their individual growth targets (See chart in 2.11).
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little to no student learning gain across SLO(s). Expectations described in SLO(s) are not met. Results are well-below District expectations.

2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	Economics	District, Regional or BOCES-developed	General Brown Central School District developed Economics assessment
	Participation in Government	District, Regional or BOCES-developed	General Brown Central School District developed Participation in Government assessment
	Environmental Science	District, Regional or BOCES-developed	General Brown Central School District developed Environmental Science assessment
	General Physics	District, Regional or BOCES-developed	General Brown Central School District developed General Physics assessment
	Financial Applications	District, Regional or BOCES-developed	General Brown Central School District developed Financial Applications assessment
	English 12	District, Regional or BOCES-developed	General Brown Central School District developed English 12 assessment
	Health	District, Regional or BOCES-developed	General Brown Central School District developed Health assessment

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

Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Individual Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant student baseline data. All targets will be reviewed and approved by the building Principal for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be allocated to teachers based on the percentage of students meeting or exceeding their individual growth targets (See chart in 2.11).
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Developing (3 - 8 points) Results are below District goals for similar students.	Expectations described in SLO(s) are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little to no student learning gain across SLO(s). Expectations described in SLO(s) are not met. Results are well-below District expectations.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/130679-TXEtxx9bQW/SLO HEDI chart.pdf

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Thursday, May 17, 2012
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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	4th Grade State ELA Assessment
5	3) Teacher specific achievement or growth score computed locally	5th Grade State ELA Assessment
6	3) Teacher specific achievement or growth score computed locally	6th Grade State ELA Assessment

7	3) Teacher specific achievement or growth score computed locally	7th Grade State ELA Assessment
8	3) Teacher specific achievement or growth score computed locally	8th Grade State 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.	HEDI points will be allocated to a teacher based on the overall class average of achievement on the 4-8 ELA State Assessments. (See chart in 3.3)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement (average classroom achievement of 3.5 or above), including special populations. Expectations are well-above District expectations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement (average classroom achievement between 2.5 and 3.4), including special populations. Expectations meet District expectations.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates insignificant student achievement (average classroom achievement of 1.5 to 2.4), including special populations. Expectations are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little to no student achievement (average classroom achievement of below 1.5), including special populations. Expectations are below District expectations.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	4th Grade State Math Assessment
5	3) Teacher specific achievement or growth score computed locally	5th Grade State Math Assessment
6	3) Teacher specific achievement or growth score computed locally	6th Grade State Math Assessment
7	3) Teacher specific achievement or growth score computed locally	7th Grade State Math Assessment
8	3) Teacher specific achievement or growth score computed locally	8th Grade State 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.	HEDI points will be allocated to a teacher based on the overall class average of achievement 4-8 Math State Assessments. (See chart in 3.3)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement (average classroom achievement of 3.5 or above), including special populations. Expectations are well-above District expectations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement (average classroom achievement between 2.5 and 3.4), including special populations. Expectations meet District expectations.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates insignificant student achievement (average classroom achievement of 1.5 to 2.4), including special populations. Expectations are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little to no student achievement (average classroom achievement of below 1.5), including special populations. Expectations are below District expectations.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/130685-rhJdBgDruP/Score Conversions locally selected_2.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Jeff-Lewis BOCES regionally developed Kindergarten ELA Assessment
1	5) District, regional, or BOCES–developed assessments	Jeff-Lewis BOCES regionally developed 1st grade ELA Assessment

2	5) District, regional, or BOCES–developed assessments	Jeff-Lewis BOCES regionally developed 2nd grade ELA Assessment
3	3) Teacher specific achievement or growth score computed locally	3rd grade State ELA 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.	HEDI points will be allocated to a teacher based on the overall class average of achievement on the 3rd Grade ELA State Assessment or BOCES regionally developed end of year assessment
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement (average classroom achievement of 85 or above or scaled score of 3.5 or above), including special populations. Expectations are well-above District expectations.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement (average classroom achievement between 65 and 84 or scaled score of between 2.5 and 3.4), including special populations. Expectations meet District expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates insignificant student achievement (average classroom achievement of 55 to 64 or scaled score of 1.5 to 2.4), including special populations. Expectations are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little to no student achievement (average classroom achievement of below 55 or scaled score below 1.5), including special populations. Expectations are below District expectations.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Jeff-Lewis BOCES regionally developed Kindergarten Math Assessment
1	5) District, regional, or BOCES–developed assessments	Jeff-Lewis BOCES regionally developed 1st grade Math Assessment
2	5) District, regional, or BOCES–developed assessments	Jeff-Lewis BOCES regionally developed 2nd grade Math Assessment
3	3) Teacher specific achievement or growth score computed locally	3rd grade State 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.	HEDI points will be allocated to a teacher based on the overall class average of achievement on the 3rd Grade Math State Assessment or BOCES regionally developed end of year assessment
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement (average classroom achievement of 85 or above or scaled score of 3.5 or above), including special populations. Expectations are well-above District expectations.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement (average classroom achievement between 65 and 84 or scaled score of between 2.5 and 3.4), including special populations. Expectations meet District expectations.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates insignificant student achievement (average classroom achievement of 55 to 64 or scaled score of 1.5 to 2.4), including special populations. Expectations are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little to no student achievement (average classroom achievement of below 55 or scaled score below 1.5), including special populations. Expectations are below District expectations.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	not applicable
7	5) District, regional, or BOCES–developed assessments	Jeff-Lewis BOCES regionally developed 7th grade Science Assessment
8	3) Teacher specific achievement or growth score computed locally	8th Grade State 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.	HEDI points will be allocated to a teacher based on the overall class average of achievement on 8th Grade Science State Assessments or BOCES regionally developed end of year 7th Grade Science assessment
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	Evidence indicates exceptional student achievement (average classroom achievement of 85 or above or scaled

achievement for grade/subject.	score of 3.5 or above for 8th grade assessment), including special populations. Expectations are well-above District expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement (average classroom achievement between 65 and 84 or scaled score of between 2.5 and 3.4 for 8th grade assessment), including special populations. Expectations meet District expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates insignificant student achievement (average classroom achievement of 55 to 64 or scaled score of 1.5 to 2.4 for 8th grade assessment), including special populations. Expectations are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little to no student achievement (average classroom achievement of below 55 or scaled score below 1.5 on 8th grade assessment), including special populations. Expectations are below District expectations.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not applicable
7	5) District, regional, or BOCES–developed assessments	Jeff-Lewis BOCES regionally developed 7th grade Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Jeff-Lewis BOCES regionally developed 8th grade Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the overall class average of achievement on BOCES regionally developed end of year 7th and 8th Grade Social Studies assessment
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement (average classroom achievement of 85 or above), including special populations. Expectations are well-above District expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement (average classroom achievement between 65 and 84), including special populations. Expectations meet District expectations.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates insignificant student achievement (average classroom achievement between 55 to 64), including special populations. Expectations are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little to no student achievement (average classroom achievement of below 55), including special populations. Expectations are below District expectations.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	General Brown Central School District developed Global 1 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	Global 2 Regents Assessment
American History	3) Teacher specific achievement or growth score computed locally	US History Government Regents 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.	HEDI points will be allocated to a teacher based on the overall class average of achievement on either the District developed assessment or Regents Assessment
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement (average classroom achievement of 85 or above), including special populations. Expectations are well-above District expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement (average classroom achievement between 65 and 84), including special populations. Expectations meet District expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates insignificant student achievement (average classroom achievement between 55 to 64), including special populations. Expectations are below District expectations.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little to no student achievement (average classroom achievement of below 55), including special populations. Expectations are below District expectations.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	Living Environment Regents
Earth Science	3) Teacher specific achievement or growth score computed locally	Earth Science Regents
Chemistry	3) Teacher specific achievement or growth score computed locally	Chemistry Regents
Physics	3) Teacher specific achievement or growth score computed locally	Physics Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the overall class average of achievement on the Regents Assessment
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement (average classroom achievement of 85 or above), including special populations. Expectations are well-above District expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement (average classroom achievement between 65 and 84), including special populations. Expectations meet District expectations.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates insignificant student achievement (average classroom achievement between 55 to 64), including special populations. Expectations are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little to no student achievement (average classroom achievement of below 55), including special populations. Expectations are below District expectations.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	Algebra Regents
Geometry	3) Teacher specific achievement or growth score computed locally	Geometry Regents
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra 2 Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the overall class average of achievement on the Regents Assessment
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement (average classroom achievement of 85 or above), including special populations. Expectations are well-above District expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement (average classroom achievement between 65 and 84), including special populations. Expectations meet District expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates insignificant student achievement (average classroom achievement between 55 to 64), including special populations. Expectations are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little to no student achievement (average classroom achievement of below 55), including special populations. Expectations are below District expectations.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	General Brown Central School District developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	General Brown Central School District developed Grade 10 ELA Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	ELA Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the overall class average of achievement on District developed end of year 9th and 10th Grade ELA assessment or English Regents
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement (average classroom achievement of 85 or above), including special populations. Expectations are well-above District expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement (average classroom achievement between 65 and 84), including special populations. Expectations meet District expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates insignificant student achievement (average classroom achievement of 55 to 64), including special populations. Expectations are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little to no student achievement (average classroom achievement of below 55), including special populations. Expectations are below District expectations.

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Economics	5) District/regional/BOCES–developed	General Brown Central School District developed Economics Assessment
	Participation in Government	5) District/regional/BOCES–developed	General Brown Central School District developed Participation in Government Assessment

	Environmental Science	5) District/regional/BOCES–developed	General Brown Central School District developed Environmental Science Assessment
	General Physics	5) District/regional/BOCES–developed	General Brown Central School District developed General Physics Assessment
	Financial Applications	5) District/regional/BOCES–developed	General Brown Central School District developed Financial Applications Assessment
	English 12	5) District/regional/BOCES–developed	General Brown Central School District developed English 12 Assessment
	Health	5) District/regional/BOCES–developed	General Brown Central School District developed Health Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the overall class average of achievement on the District developed end of year assessments
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement (average classroom achievement of 85 or above), including special populations. Expectations are well-above District expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement (average classroom achievement between 65 and 84), including special populations. Expectations meet District expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates insignificant student achievement (average classroom achievement of 55 to 64), including special populations. Expectations are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little to no student achievement (average classroom achievement of below 55), including special populations. Expectations are below District expectations.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/130685-y92vNseFa4/Score Conversions Revised rounded (3.13)_1.pdf

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

Translating Results of Multiple locally selected measures or SLOs Into One Overall Score/Rating

1. The evaluator will assess the results of each local measure or SLO separately, arriving at a HEDI rating and point value between 0-20 points (or 0-15 points once a value-added growth model is approved).

2. Each local measure or SLO must then be weighted proportionately based on the number of students included in all SLOs. The scores will then be averaged together. This will provide for one overall achievement component score between 0-20 points (or 0-15 points).

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances | Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances | Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances | Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances | Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances | Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked

3.16) Assurances | Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances | If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances | Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Saturday, May 26, 2012
Updated Thursday, November 29, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	55
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	5

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Classroom Observations – weighted at 40/60 of the Other Measures Points

Tenured Teachers:
Danielson's 2011 Revised edition teacher practice rubric (Domains 1-3) will be used for classroom observations. Tenured teachers will have two observations, one of which will be unannounced. Each component within Domains 1-3 will be given a score from 1-4 based on the observation of the teacher (1- Ineffective, 2- Developing, 3- Effective, 4- Highly Effective). These scores will be averaged together to earn a total Domain score from 1-4. Then each domain score is averaged together for a total rubric score. This averaged score will be weighted at 40 out of the 60 points.

Non-Tenured Teachers:
Danielson's 2011 Revised edition teacher practice rubric (Domains 1-3) will be used for classroom observations. Non-tenured teachers will have a minimum of two observations, one of which will be unannounced. The total number of observations will be at the building principal's discretion. Announced and unannounced observations will be weighted at 20 points each for a total weight of 40 out of 60 points. In the event that more than one announced or unannounced observation is conducted, a point value will be calculated by averaging the observation scores within each category. Each component within Domains 1-3 will be given a score from 1-4 based on the observation of the teacher (1- Ineffective, 2- Developing, 3- Effective, 4- Highly Effective). These scores will be averaged together to earn a total Domain score from 1-4. Then each domain score is averaged together for a total rubric score. This averaged score will be weighted at 40 out of the 60 points.

Summative Evaluation – Weighted at 15/60 of the Other Measures Points

An evaluation, utilizing Danielson's Framework for Teaching (2011) rubric (Appendix D) focusing on Professional Responsibilities (Domain 4). This will take place in June of each school year. Each component within Domain 4 will be given a score from 1-4 based on the observation of the teacher (1- Ineffective, 2- Developing, 3- Effective, 4- Highly Effective). These scores will be averaged together to earn a total Domain score from 1-4, which will be the total rubric score. The summative evaluation is weighted at 15 out of 60 points.

Individual Evidence Portfolio – Weighted at 5/60 of the Other Measures Points

Individual Evidence Portfolios are developed to increase student achievement and to cultivate professional growth during the school year. These portfolios may include a structured review of professional goals and associated teacher artifacts which may include curriculum maps and/or lesson plans. Each teacher is given a score from 1-4 using the Individual Evidence Portfolio Rubric. The rubric score will be weighted at 5 out of 60 points.

These scores are inputted into an Excel spreadsheet which will calculate the appropriate weights of each element to get a single score from 1-4. This score converts to a value from 0-60. (see chart in 4.5)

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

assets/survey-uploads/5091/133438-eka9yMJ855/Other measures conversion_1.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Through observation, the teacher has demonstrated an ability to function in a classroom setting at a high level, well-above the NYS Teaching Standards.
Effective: Overall performance and results meet NYS Teaching Standards.	Through observation, the teacher has demonstrated an ability to function in a classroom setting at an effective level, meeting the NYS Teaching Standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Through observation, the teacher has demonstrated a developing functionality in a classroom setting, needing slight improvement to meet the NYS Teaching Standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Through observation, the teacher has demonstrated an ineffective functionality in a classroom setting, needing significant improvement to meet the NYS Teaching Standards.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	2
4.6) Observations of Probationary Teachers | Informal/Short	0
4.6) Observations of Probationary Teachers | Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
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?

- Not Applicable

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/133440-Df0w3Xx5v6/General Brown Central School District Teacher Improvement Plan Form.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:

Timeframe for filing an appeal: All appeals must be submitted in writing no later than five (5) school days of the date when the teacher receives such a rating. The failure to file an appeal within this timeframe shall be deemed a waiver of the right to appeal, and the appeal shall be deemed abandoned.

Appeal process:

1. Appeal to Administrator:

a. Teacher e-mails administrator within five (5) school days of the receipt of the rating in question to schedule a meeting. The teacher will 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 also be submitted with the appeal.

b. Within five (5) school days of the receipt of the appeal, the administrator will contact the teacher to schedule a meeting to be held within five (5) to discuss the rating(s) in question as outlined above.

c. Following the meeting, the teacher may submit additional documents to the administrator within five (5) school days.

d. The administrator notifies the teacher of the decision in writing within five (5) school days from the meeting or within five (5) school days from the submission of additional documents.

2. Appeal to Review Team: If the appeal is not resolved, within five (5) school days of the response from the administrator in Step One (1), the teacher may submit the documentation presented in Step One (1) to the superintendent or his/her designee. Within five (5) school days from the submission of documentation, the superintendent will then convene a review team consisting of two designated administrators and two GBTA-designated teachers (excluding the evaluating administrator and the evaluated teacher). The role of the review team will be to evaluate facts and evidence submitted by the teacher and the evaluating administrator. The teacher and administrator will be given the opportunity to be interviewed by the review team, prior to the review team's discussion. All discussion will remain confidential. The review team will notify the teacher, the administrator and the superintendent of the review team's decision in writing within two school days of the review team meeting using the Review Team Form.

3. Appeal to Superintendent: If the appeal is not resolved, within five school days of the response from the review team in Step Two (2), the teacher may resubmit the documentation presented in Step Two (2) to the superintendent or his/her designee. The Superintendent or his/her designee will then convene a one-day hearing within five (5) school days from the documentation resubmission. The superintendent will render a final decision and will notify the teacher and administrator in writing within five (5) school days of the hearing. In the event that Jefferson-Lewis BOCES establishes a regional appeals process, the teacher may choose the regional appeals option. This appeals process will be timely and expeditious and will comply with 3012-c.

4. The teacher may submit a rebuttal to the superintendent's decision within five (5) school days of the decision. The rebuttal will be placed with the performance evaluation in the teacher's personnel file. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The District shall ensure that all evaluators are properly trained on the use of the Danielson teacher practice rubric including, but not limited to, evidence collection, observation procedures, and rubric scoring via certifification through TeachScape. The District will ensure that all evaluators receive teacher evaluator module training as prescribed by law through the BOCES network team. Training will be ongoing as scheduled by the BOCES network team. The District shall comply with recertification requirements as prescribed by the Commissioner. All evaluators will be certified by the BOE upon successful completion of the training. The District shall ensure that lead evaluators maintain inter-rater reliability over time by conducting annual calibration sessions among evaluators via Teachscape.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers | Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers | Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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Updated Wednesday, November 21, 2012

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

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

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

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

PK-6
7-12
(No response)
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Not Applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

No adjustments or controls will be used when setting targets

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Thursday, July 26, 2012
Updated Wednesday, November 21, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	PK-6	(a) achievement on State assessments	Grades 4-6 ELA and Math State Assessments
	7-12	(a) achievement on State assessments	Grades 7-8 ELA and Math State Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	HEDI points will be allocated to a principal based on the overall school average of achievement on the 4-8 ELA and Math State Assessments.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement (average school achievement of 3.5 or above), including special populations. Expectations are well-above District expectations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement (average school achievement between 2.5 and 3.4), including special populations. Expectations meet District expectations.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates insignificant student achievement (average school achievement of 1.5 to 2.4), including special populations. Expectations are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	Evidence indicates little to no student achievement (average school achievement of below 1.5), including

for grade/subject.	special populations. Expectations are below District expectations.

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

(No response)

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

assets/survey-uploads/5366/155929-qBFVOWF7fC/Score Conversions locally selected.pdf

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

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

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

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

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

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

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

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

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

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

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

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with

graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Not Applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No adjustments or controls will be used when setting targets.

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.

Translating Results of Multiple locally selected measures or SLOs Into One Overall Score/Rating

1. The evaluator will assess the results of each local measure or SLO separately, arriving at a HEDI rating and point value between 0-20 points (or 0-15 points once a value-added growth model is approved).

2. Each local measure or SLO must then be weighted proportionately based on the number of students included in complete school roster. This will provide for one overall achievement component score between 0-20 points (or 0-15 points).

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Thursday, July 26, 2012
Updated Wednesday, November 28, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	55
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.	5

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Principal Practice Rubric
Our District is using the Multidimensional Principal Performance Rubric. Over the course of the year, the lead evaluator of principals will conduct multiple site visits, at least one of which will be unannounced. Using the Rubric, each component within a Domain will be given a score from 0 - 3 based on the Principal evaluator's site visit observations. There are 18 total components, each worth 3 points which translate to a total of 54 points. Therefore, a conversion chart is used to convert to a 0-55 scale. (See chart in 9.7)

Measurable Goals
Points are assigned based on a 4-point rubric. Each Principal will develop and submit goals focusing on student achievement (See attached rubric in 9.7) A conversion chart is used to convert the 0-4 points to a 0-5 point scale. (See chart in 9.7)

The rubric score (0-55) based on school visits and the measurable goal score (0-5) will be added together. This value will be the Other Measures of Effectiveness score.

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

assets/survey-uploads/5143/155951-pMADJ4gk6R/Principal Other Measures.pdf

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

Highly Effective: Overall performance and results exceed standards.	Through site visits, the principal has demonstrated an ability to lead at a highly effective level, exceeding the ISLLC Leadership Standards
Effective: Overall performance and results meet standards.	Through site visits, the principal has demonstrated an ability to lead at an effective level, meeting the ISLLC Leadership Standards
Developing: Overall performance and results need improvement in order to meet standards.	Through site visits, the principal has demonstrated an ability to lead at a developing level, needing slight improvement to meet the ISLLC Leadership Standards

Ineffective: Overall performance and results do not meet standards.	Through site visits, the principal has demonstrated an ability to lead at an ineffective level, needing significant improvement to meet the ISLLC Leadership Standards

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Friday, July 27, 2012
Updated Tuesday, October 16, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Friday, July 27, 2012
Updated Wednesday, November 28, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/156030-Df0w3Xx5v6/GBCSD Principal Improvement Plan Form.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:

Timeframe for filing an appeal: All appeals of the evaluation must be submitted in writing no later than five (5) business days of the date when the principal receives such a rating. The failure to file an appeal within this timeframe shall be deemed a waiver of the right to appeal, and the appeal shall be deemed abandoned.

Appeal process:
1. Appeal to Superintendent:

a. Principal e-mails Superintendent within five (5) business days of the receipt of the rating in question to schedule a meeting. The principal will 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 also be submitted with the appeal.
b. The Superintendent will schedule a meeting within five (5) business days of the receipt of the appeal to discuss the rating(s) in question as outlined above.
c. Following the meeting, the principal may submit additional documents to the Superintendent within five (5) business days.
d. The Superintendent notifies the principal of the decision in writing within five (5) days of the meeting or of the submission of additional documents.

2. Appeal to BOCES Review Team: If the appeal is not resolved, within five (5) business days of the response from the Superintendent in Step One (1), the principal may submit the documentation presented in Step One (1) to the BOCES Review Team.

BOCES Review Team Process:
The review team (panel) shall consist of:
1. A Superintendent from one of the Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES (the "BOCES") component School Districts, selected by the Superintendent of Schools;
2. An administrator from either the BOCES or one of the BOCES component School Districts, selected by the appealing principal;
3. A third individual, also an administrator or superintendent of either the BOCES or one of the BOCES component School Districts, selected by the first two Panel members.
A. The Superintendent of Schools and the appealing principal shall each designate their respective Panel member selections within five (5) business days of the Superintendent of Schools' receipt of the appeal. The Superintendent of Schools shall give notice of his/her designation in writing to the appealing principal, and the appealing principal shall give notice of his/her designation in writing to the Superintendent of Schools. Each designation shall include the name, title, and employer of the selected individual. The designation shall include written verification that the selected individual has agreed to act as a Panel member. The written notification and verification required by this paragraph may be accomplished by email.
B. Within five (5) business days of designation as Panel members, the two selected individuals shall designate the third Panel member and notify the Superintendent of Schools and the principal in writing of the name, title, and employer of the third Panel member. The designation shall include written verification that the selected individual has agreed to act as a Panel member. The written notification and verification required by this paragraph may be accomplished by email.
C. The Panel shall coordinate with the Superintendent of Schools to ensure that each Panel member receives a copy of the appeal and a copy of the District's response to the appeal.
D. Within five (5) business days of designation of the third Panel member, the entire Panel shall meet to review the appeal and the District's response to the appeal. The Panel will not receive or take testimony and shall review the merits of the appeal solely based on the written record. Notwithstanding the foregoing, in the event that the Panel determines that the appeal should be dismissed in accordance with Article III or Article V - paragraph B, no meeting shall be necessary and the Panel may render its decision without having held a meeting to review the written evidence. In the event this occurs, the filing and notification required under paragraph F, below, shall occur on or before the date on which the Panel was to meet to review the appeal.
E. The Panel shall file a written decision on the appeal within fifteen (15) business days of the meeting referenced in paragraph D, above. The decision shall be filed with the Superintendent of Schools and a copy provided to the appealing principal. The decision shall be based on the written record, comprised of the principal's appeal papers and supporting information. This decision shall be final and binding. If the principal is unavailable to personally receive the decision at the time it is filed with the Superintendent of Schools, delivery of a copy of the decision to the principal may be accomplished by either (i) placing the decision in a sealed envelope marked "confidential" at the location designated for the principal to receive mail at the District; (2) e-mail of a copy of the decision to the principal at the principal's District e-mail address.
F. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the Panel may (i) set aside a rating if it has been affected by substantial error or defect; (ii) modify a rating if it has been affected by substantial error or defect; or (iii) order a new evaluation if procedures have been violated.
G. The original decision, original appeal (and supporting information), and original appeal response (and supporting information), shall be placed in the principal's personnel file.
H. The time frames specified in this Article may be extended by mutual consent of all parties. Every effort will be made to adhere to the timelines set forth in the appeals process and to be consistant with the timely and expeditious requirements of Education Law 3012-C. The consent must be in writing. For purposes of this paragraph, the written consent may be accomplished by email.
I. The principal may submit a rebuttal to the Superintendent's decision within five (5) business days. The rebuttal will be placed with the performance evaluation in the principal's personnel file.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

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 be ongoing and include application and use of the State-approved principal practice rubric(s) selected by the District for use in evaluations. Training will be conducted by the BOCES Network Team, NYSED, and Teachscape. 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 School Board as a lead evaluator of principals. Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a district administrator from conducting observations as part of an annual professional performance review under Chapter 103 prior to completion of the training required by said Chapter or the regulations thereunder, as long as such training is successfully completed prior to completion of the annual professional performance review. Recertification will occur in the same manner. Successful completion of training will ensure inter-rater reliability. The District shall ensure that all evaluators are properly trained and certified, as prescribed by law, before conducting evaluations.

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 Thursday, July 26, 2012
Updated Wednesday, January 09, 2013

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/155852-3Uqgn5g9Iu/certification form_1.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.

Student Growth HEDI Chart for Student Learning Objectives

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
97-100	**94-96**	**90-93**	**88-89**	**86-87**	**84-85**	**82-83**	**80-81**	**78-79**	**77**	**76**	**75**	**70-74**	**66-69**	**62-65**	**58-61**	**54-57**	**50-53**	**35-49**	**20-34**	**0-19**
Percentage of students meeting or exceeding individual targets																				

Achievement Conversion		20 - point Score Conversion (Locally Selected)			15 - point Score Conversion (Locally Selected)		
100 Point Scale	1-4 Scaled Score	1-4 Scaled Score	20 Point Conversion	HEDI	1-4 Scaled Score	15 Point Conversion	HEDI
0 - 14	1.0	1.0	0	Ineffective	1.0	0	Ineffective
15 - 27	1.1	1.1	1	Ineffective	1.1	1	Ineffective
28 - 40	1.2	1.2	1	Ineffective	1.2	1	Ineffective
41 - 53	1.3	1.3	2	Ineffective	1.3	2	Ineffective
54	1.4	1.4	2	Ineffective	1.4	2	Ineffective
55	1.5	1.5	3	Developing	1.5	3	Developing
56	1.6	1.6	3	Developing	1.6	3	Developing
57	1.7	1.7	4	Developing	1.7	4	Developing
58	1.8	1.8	4	Developing	1.8	4	Developing
59	1.9	1.9	5	Developing	1.9	5	Developing
60	2.0	2.0	6	Developing	2.0	5	Developing
61	2.1	2.1	6	Developing	2.1	6	Developing
62	2.2	2.2	7	Developing	2.2	6	Developing
63	2.3	2.3	7	Developing	2.3	7	Developing
64	2.4	2.4	8	Developing	2.4	7	Developing
65 - 66	2.5	2.5	9	Effective	2.5	8	Effective
67 - 68	2.6	2.6	9	Effective	2.6	8	Effective
69 - 70	2.7	2.7	10	Effective	2.7	9	Effective
71 - 72	2.8	2.8	11	Effective	2.8	9	Effective
73 - 74	2.9	2.9	12	Effective	2.9	10	Effective
75 - 76	3.0	3.0	13	Effective	3.0	10	Effective
77 - 78	3.1	3.1	14	Effective	3.1	11	Effective
79 - 81	3.2	3.2	15	Effective	3.2	11	Effective
82 - 83	3.3	3.3	16	Effective	3.3	12	Effective
84	3.4	3.4	17	Effective	3.4	13	Effective
85 - 87	3.5	3.5	18	Highly Effective	3.5	14	Highly Effective
88 - 90	3.6	3.6	18	Highly Effective	3.6	14	Highly Effective
91 - 93	3.7	3.7	18	Highly Effective	3.7	14	Highly Effective
94 - 96	3.8	3.8	19	Highly Effective	3.8	14	Highly Effective
97 - 99	3.9	3.9	19	Highly Effective	3.9	14	Highly Effective
100	4.0	4.0	20	Highly Effective	4.0	15	Highly Effective

Normal rounding rules apply within the two columns above

The 15- point conversion chart will be used if a value-added growth model is approved by the Board of Regents

Achievement Conversion (Locally Selected)	
100 Point Scale	1-4 Scaled Score
0 - 14	1.0
15 - 27	1.1
28 - 40	1.2
41 - 53	1.3
54	1.4
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2.0
61	2.1
62	2.2
63	2.3
64	2.4
65 - 66	2.5
67 - 68	2.6
69 - 70	2.7
71 - 72	2.8
73 - 74	2.9
75 - 76	3.0
77 - 78	3.1
79 - 81	3.2
82 - 83	3.3
84	3.4
85 - 87	3.5
88 - 90	3.6
91 - 93	3.7
94 - 96	3.8
97 - 99	3.9
100	4.0

Normal rounding rules apply within the two columns above

20 - point Score Conversion (Locally Selected)		
1-4 Scaled Score	20 Point Conversion	HEDI
1.0	0	Ineffective
1.1	1	Ineffective
1.2	1	Ineffective
1.3	2	Ineffective
1.4	2	Ineffective
1.5	3	Developing
1.6	3	Developing
1.7	4	Developing
1.8	4	Developing
1.9	5	Developing
2.0	6	Developing
2.1	6	Developing
2.2	7	Developing
2.3	7	Developing
2.4	8	Developing
2.5	9	Effective
2.6	9	Effective
2.7	10	Effective
2.8	11	Effective
2.9	12	Effective
3.0	13	Effective
3.1	14	Effective
3.2	15	Effective
3.3	16	Effective
3.4	17	Effective
3.5	18	Highly Effective
3.6	18	Highly Effective
3.7	18	Highly Effective
3.8	19	Highly Effective
3.9	19	Highly Effective
4.0	20	Highly Effective

Scaled Score	Other Measures Composite Score	HEDI Score
1.000-1.007	0	Ineffective
1.008 - 1.016	1	Ineffective
1.017-1.025	2	Ineffective
1.026-1.034	3	Ineffective
1.035-1.043	4	Ineffective
1.044-1.052	5	Ineffective
1.053-1.061	6	Ineffective
1.062-1.070	7	Ineffective
1.071-1.079	8	Ineffective
1.080-1.088	9	Ineffective
1.089-1.097	10	Ineffective
1.098-1.106	11	Ineffective
1.107-1.115	12	Ineffective
1.116-1.124	13	Ineffective
1.125-1.133	14	Ineffective
1.134-1.142	15	Ineffective
1.143-1.151	16	Ineffective
1.152-1.160	17	Ineffective
1.161-1.169	18	Ineffective
1.170-1.178	19	Ineffective
1.179-1.187	20	Ineffective
1.188-1.196	21	Ineffective
1.197-1.205	22	Ineffective
1.206-1.214	23	Ineffective
1.215-1.223	24	Ineffective
1.224-1.232	25	Ineffective
1.233-1.241	26	Ineffective
1.242-1.250	27	Ineffective
1.251-1.259	28	Ineffective
1.260-1.268	29	Ineffective
1.269-1.277	30	Ineffective
1.278-1.286	31	Ineffective

Scaled Score	Other Measures Composite Score	HEDI Score
1.287-1.295	32	Ineffective
1.296-1.304	33	Ineffective
1.305-1.313	34	Ineffective
1.314-1.322	35	Ineffective
1.323-1.331	36	Ineffective
1.332-1.340	37	Ineffective
1.341-1.349	38	Ineffective
1.350-1.358	39	Ineffective
1.359-1.367	40	Ineffective
1.368-1.376	41	Ineffective
1.377-1.385	42	Ineffective
1.386-1.394	43	Ineffective
1.395-1.403	44	Ineffective
1.404-1.412	45	Ineffective
1.413-1.421	46	Ineffective
1.422-1.430	47	Ineffective
1.431-1.439	48	Ineffective
1.440-1.449	49	Ineffective
1.500-1.624	50	Developing
1.625-1.874	51	Developing
1.875-1.999	52	Developing
2.000-2.124	53	Developing
2.125-2.374	54	Developing
2.375-2.499	55	Developing
2.500-2.749	56	Developing
2.750-3.049	57	Effective
3.050-3.549	58	Effective
3.550-3.899	59	Highly Effective
3.900-4.000	60	Highly Effective

IEP Rubric			
1	**2**	**3**	**4**
Teacher has set a goal and completed ONE of the following: a. Aligned the goal with district and building standards b. Identified key strategies that will allow the teacher to accomplish the goal c. Identified how the goal will be evaulated	Teacher has set a goal and completed TWO of the following: a. Aligned the goal with district and building standards b. Identified and attempted to implement key strategies that will allow the teacher to accomplish the goal c. Identified how the goal will be evaulated	Teacher has set a goal and completed ALL of the following: a. Aligned the goal with district and building standards b. Identified and fully implemented key strategies that will allow the teacher to accomplish the goal c. Identified how the goal will be evaulated	Teacher has set a goal and completed ALL of the following: a. Aligned the goal with district and building standards b. Identified and fully implemented key strategies that will allow the teacher to accomplish AND exceed the goal c. Identified how the goal will be evaulated

General Brown Central School District Teacher Improvement Plan

Teacher: Building: Administrator: Date:

Area for Improvement	Measurable Goals for Improvement	Observable Strategies for Improvement	Who is Responsible?	Timeline	Date Goal Satisfied (administrator must initial)

Anticipated Duration:

_____ _____

Teacher's Signature Administrator's Signature

_____ _____

Date Date

Appendix J

Achievement Conversion		20 - point Score Conversion (Locally Selected)			15 - point Score Conversion (Locally Selected)		
100 Point Scale	1-4 Scaled Score	1-4 Scaled Score	20 Point Conversion	HEDI	1-4 Scaled Score	15 Point Conversion	HEDI
0 - 14	1.0	1.0	0	Ineffective	1.0	0	Ineffective
15 - 27	1.1	1.1	1	Ineffective	1.1	1	Ineffective
28 - 40	1.2	1.2	1	Ineffective	1.2	1	Ineffective
41 - 53	1.3	1.3	2	Ineffective	1.3	2	Ineffective
54	1.4	1.4	2	Ineffective	1.4	2	Ineffective
55	1.5	1.5	3	Developing	1.5	3	Developing
56	1.6	1.6	3	Developing	1.6	3	Developing
57	1.7	1.7	4	Developing	1.7	4	Developing
58	1.8	1.8	4	Developing	1.8	4	Developing
59	1.9	1.9	5	Developing	1.9	5	Developing
60	2.0	2.0	6	Developing	2.0	5	Developing
61	2.1	2.1	6	Developing	2.1	6	Developing
62	2.2	2.2	7	Developing	2.2	6	Developing
63	2.3	2.3	7	Developing	2.3	7	Developing
64	2.4	2.4	8	Developing	2.4	7	Developing
65 - 66	2.5	2.5	9	Effective	2.5	8	Effective
67 - 68	2.6	2.6	9	Effective	2.6	8	Effective
69 - 70	2.7	2.7	10	Effective	2.7	9	Effective
71 - 72	2.8	2.8	11	Effective	2.8	9	Effective
73 - 74	2.9	2.9	12	Effective	2.9	10	Effective
75 - 76	3.0	3.0	13	Effective	3.0	10	Effective
77 - 78	3.1	3.1	14	Effective	3.1	11	Effective
79 - 81	3.2	3.2	15	Effective	3.2	11	Effective
82 - 83	3.3	3.3	16	Effective	3.3	12	Effective
84	3.4	3.4	17	Effective	3.4	13	Effective
85 - 87	3.5	3.5	18	Highly Effective	3.5	14	Highly Effective
88 - 90	3.6	3.6	18	Highly Effective	3.6	14	Highly Effective
91 - 93	3.7	3.7	18	Highly Effective	3.7	14	Highly Effective
94 - 96	3.8	3.8	19	Highly Effective	3.8	14	Highly Effective
97 - 99	3.9	3.9	19	Highly Effective	3.9	14	Highly Effective
100	4.0	4.0	20	Highly Effective	4.0	15	Highly Effective

Normal rounding rules apply within the two columns above

The 15- point conversion chart will be used if a value-added growth model is approved by the Board of Regents

60-Point Other Measures Conversion

Rubric Score	Evaluation Score	Rubric Score	Evaluation Score
0	0	34	35
1	1	35	36
2	2	36	37
3	3	37	38
4	4	38	39
5	5	39	40
6	6	40	41
7	7	41	42
8	8	42	43
9	9	43	44
10	10	44	45
11	11	45	46
12	12	46	47
13	13	47	48
14	14	48	49
15	15	49	50
16	16	50	51
17	17	51	52
18	18	52	53
19	19	53	54
20	20	54	55
21	21		
22	22		
23	23		
24	24		
25	25		
26	26		
27	27		
28	29	Measurable Goals	
29	30	0	0
30	31	1	1
31	32	2	3
32	33	3	4
33	34	4	5

Principal Goal –Setting Rubric			
1	2	3	4
Principal has set a goal and completed ONE of the following: a. Aligned the goal with district and building standards b. Identified key strategies that will allow the principal to accomplish the goal c. Identified how the goal will be evaluated	Principal has set a goal and completed TWO of the following: a. Aligned the goal with district and building standards b. Identified and attempted to implement key strategies that will allow the principal to accomplish the goal c. Identified how the goal will be evaluated	Principal has set a goal and completed ALL of the following: a. Aligned the goal with district and building standards b. Identified and fully implemented key strategies that will allow the principal to accomplish the goal c. Identified how the goal will be evaluated	Principal has set a goal and completed ALL of the following: a. Aligned the goal with district and building standards b. Identified and fully implemented key strategies that will allow the principal to accomplish AND exceed the goal c. Identified how the goal will be evaluated

General Brown Central School District Principal Improvement Plan

Principal: Building: Date:

Area for Improvement	Measurable Goals for Improvement	Observable Strategies for Improvement	How Assessed? Who is Responsible?	Timeline	Date Goal Satisfied (Superintendent must initial)

Anticipated Duration:

☐ I waive my right to union representation

_____
Principal's Signature

_____
Superintendent's Signature

_____
Date

_____
Date

_____
Principal's Signature

Appendix H

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

1/9/13

Teachers Union President Signature: Date:

Melissa A Walters 1/9/13

Administrative Union President Signature: Date:

Lisa Smith 1/9/13

Board of Education President Signature: Date:

1/9/13