



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

August 29, 2012

Eleanor Tritt, Superintendent
Amagansett Union Free School District
320 Main Street
Amagansett, NY 11930

Dear Superintendent Tritt:

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 certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: Dean Lucera

NOTE: 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.

Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 02, 2012

Updated Monday, August 27, 2012

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 580303020000

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

580303020000

1.2) School District Name: AMAGANSETT UFSD

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

AMAGANSETT UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

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 Wednesday, May 02, 2012

Updated Monday, August 27, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Student pretest scores will be compared to the final assessment score. See Chart 2A, Chart 2B, Chart 2 C, Chart 3A, Chart 3B

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	and Chart 3C at 2.11. AIMSweb (Pearson) will subtract individual student fall raw score in ELA from spring raw score; divide by 36 weeks; convert score to growth %ile rank (rate of improvement); sum all individual point values; divide by # of students; convert score to 0-20 points using their crosswalk table. Use these Aimsweb determined score ranges in each of the 4 categories to assign points according to growth for grades K-2. For grade 3 use chart 3C showing growth from Baseline on prior year NWEA (Measures of Academic Progress) to actual % proficient on state test in ELA. See explanation in Chart 3C.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See Chart 2A, Chart 2B, Chart 2C, Chart 3A, Chart 3B, Chart 3C at 2.11. Growth to Aimsweb highly effective scores, ranges determined by Aimsweb cross walk table described above (86-99%). For grade 3 use chart 3C measuring growth from Baseline on prior year NWEA (Measures of Academic Progress) to actual % proficient on state test in ELA.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Chart 2A, Chart 2B, Chart 2C, Chart 3A, Chart 3B and Chart 3C at 2.11. Growth to Aimsweb effective scores, ranges determined by Aimsweb cross walk table described above (51-85%). For grade 3 use chart 3C measuring growth from Baseline on prior year NWEA (Measures of Academic Progress) to actual % proficient on state test in ELA.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Chart 2A, Chart 2B, Chart 2C, Chart 3A, Chart 3B, and Chart 3C at 2.11. Growth to Aimsweb developing scores, ranges determined by Aimsweb cross walk table described above (20 - 50%). For grade 3 use chart 3C measuring growth from Baseline on prior year NWEA (Measures of Academic Progress) to actual % proficient on state test in ELA.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See Chart 2A, Chart 2B, Chart 2C, Chart 3A, Chart 3B and Chart 3C at 2.11. Growth to Aimsweb ineffective scores, ranges determined by Aimsweb cross walk table described above (0-19%). For grade 3 use chart 3C measuring growth from Baseline on prior year NWEA (Measures of Academic Progress) to actual % proficient on state test in ELA.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Aimsweb
1	State-approved 3rd party assessment	Aimsweb
2	State-approved 3rd party assessment	aimsweb
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Student pretest scores will be compared to the final assessment score. See Chart 2A, Chart 2B, Chart 2C, Chart 3A, Chart 3B and Chart 3C at 2.11. AIMSweb (Pearson) will subtract individual student fall raw score in math from spring raw score; divide by 36 weeks; convert score to growth %ile rank (rate of improvement); sum all individual point values; divide by # of students; convert score to 0-20 points using their crosswalk table. Use these Aimsweb determined score ranges in each of the 4 categories to assign points according to growth for grades K-2. For grade 3, use chart 3C measuring growth from Baseline on prior year NWEA (Measures of Academic Progress) to actual % proficient on state test in Math. See explanation in Chart 3C.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See Chart 2A, Chart 2B, Chart 2C, Chart 3A, Chart 3B, Chart 3C at 2.11. Growth to Aimsweb highly effective scores, ranges determined by Aimsweb crosswalk table described above (86-99%). For grade 3 use chart 3C measuring growth from Baseline on prior year NWEA (Measures of Academic Progress) to actual % proficient on state test in Math.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Chart 2A, Chart 2B, Chart 2C, Chart 3A, Chart 3B and Chart 3C at 2.11. Growth to Aimsweb effective scores, ranges determined by Aimsweb crosswalk table described above (51-85%). For grade 3 use chart 3C measuring growth from Baseline on prior year NWEA (Measures of Academic Progress) to actual % proficient on state test in Math.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Chart 2A, Chart 2B, Chart 2C, Chart 3A, Chart 3B, and Chart 3C at 2.11. Growth to Aimsweb developing scores, ranges determined by Aimsweb crosswalk table described above (20 - 50%). For grade 3 use chart 3C measuring growth from Baseline on prior year NWEA (Measures of Academic Progress) to actual % proficient on state test in Math.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See Chart 2A, Chart 2B, Chart 2C, Chart 3A, Chart 3B and Chart 3C at 2.11. Growth to Aimsweb ineffective scores, ranges determined by Aimsweb crosswalk table described above (0-19%). For grade 3 use chart 3C measuring growth from Baseline on prior year NWEA (Measures of Academic Progress) to actual % proficient on state test in Math.

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	Not applicable	Not applicable
	Science	Assessment
8	Not applicable	Not applicable

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.	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

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	Not applicable	Not applicable
8	Not applicable	Not applicable

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.	Not applicable
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable

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	Not applicable

	Social Studies Regents Courses	Assessment
Global 2	Not applicable	Not applicable
American History	Not applicable	Not applicable

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.	Not applicable
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable

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	Not applicable	Not applicable
Earth Science	Not applicable	Not applicable
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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.	Not applicable
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable

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	Not applicable	Not applicable

Geometry	Not applicable	Not applicable
Algebra 2	Not applicable	Not applicable

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.	Not applicable
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable

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	Not applicable	Not applicable
Grade 10 ELA	Not applicable	Not applicable
Grade 11 ELA	Not applicable	Not applicable

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.	Not applicable
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable

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
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<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>See Chart 2A, Chart 2B, Chart 2C, Chart 3A, Chart 3B, and Chart 3C at 2.11. Growth to Aimsweb developing scores, ranges determined by Aimsweb cross walk table described above (20 - 50%). For grade 3 use chart 3C measuring growth from Baseline on prior year NWEA to actual % proficient on state test in ELA and Math. For State tests use average of state assigned growth score for grades 4-6.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>See Chart 2A, Chart 2B, Chart 2C, Chart 3A, Chart 3B and Chart 3C at 2.11. Growth to Aimsweb ineffective scores, ranges determined by Aimsweb cross walk table described above (0-19%). For grade 3 use chart 3C measuring growth from Baseline on prior year NWEA to actual % proficient on state test in ELA and Math. For State tests use average of state assigned growth score for grades 4-6.</p>

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/124066-TXEttx9bQW/APPR Teacher Charts for 40%.doc

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.

Growth is based on students' baseline scores. No additional adjustments will be used.

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 Wednesday, May 02, 2012

Updated Monday, August 27, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress -ELA Grade 4
5	4) State-approved 3rd party assessments	Measures of Academic Progress -ELA Grade 5
6	4) State-approved 3rd party assessments	Measures of Academic Progress -ELA Grade 6
7	Not applicable	Not applicable
8	Not applicable	Not applicable

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.	NWEA will be used across all grade levels in ELA for all teachers. Points will be allocated according to mean RIT score above national mean and % of students achieving targeted growth established by NWEA. See Charts 2A,2B,2C and Chart 4A attached for point allocation. Points will be summed for teachers of ELA and math. Points will be multiplied by 2 for teachers of either ELA OR math.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 4A for point allocation.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 4A for point allocation.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 4A for point allocation.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 4A for point allocation.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress -math Grade 4
5	4) State-approved 3rd party assessments	Measures of Academic Progress -math Grade 5
6	4) State-approved 3rd party assessments	Measures of Academic Progress -math Grade 6
7	Not applicable	Not applicable
8	Not applicable	Not applicable

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.	NWEA will be used across all grade levels in Math for all teachers. Points will be allocated according to mean RIT score above national mean and % of students achieving targeted growth established by NWEA. See Charts 2A,2B,2C and Chart 4A attached for point allocation. Points will be summed for teachers of ELA and math. Points will be multiplied by 2 for teachers of either ELA OR math.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 4A for point allocation.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 4A for point allocation.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 4A for point allocation.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 4A for point allocation.

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/5139/124070-rhJdBgDruP/APPR Teacher Charts for 40%.doc

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	4) State-approved 3rd party assessments	Measures of Academic Progress- Primary Grades -ELA Grade K
1	4) State-approved 3rd party assessments	Measures of Academic Progress- Primary Grades -ELA Grade 1
2	4) State-approved 3rd party assessments	Measures of Academic Progress -ELA Grade 2
3	4) State-approved 3rd party assessments	Measures of Academic Progress-ELA Grade 3

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.	NWEA will be used across all grade levels in ELA for all teachers. Points will be allocated according to mean RIT score above national mean and % of students achieving targeted growth established by NWEA. See Charts 2A.2B,2C and Chart 4A attached for point allocation. Points will be summed for teachers of ELA and math. Points will be multiplied by 2 for teachers of either ELA OR math.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 4A for point allocation.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 4A for point allocation.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 4A for point allocation.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 4A for point allocation.

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	4) State-approved 3rd party assessments	Measures of Academic Progress- Primary Grades -Math Grade K
1	4) State-approved 3rd party assessments	Measures of Academic Progress- Primary Grades -Math Grade 1
2	4) State-approved 3rd party assessments	Measures of Academic Progress-Math Grade 2
3	4) State-approved 3rd party assessments	Measures of Academic Progress-Math Grade 3

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.	NWEA will be used across all grade levels in Math for all teachers. Points will be allocated according to mean RIT score above national mean and % of students achieving targeted growth established by NWEA. See Charts 2A.2B,2C and Chart 4A attached for point allocation. Points will be summed for teachers of ELA and math. Points will be multiplied by 2 for teachers of either ELA OR math.
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 4A for point allocation.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 4A for point allocation.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 4A for point allocation.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 4A for point allocation.

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 to our school
7	Not applicable	Not applicable to our school
8	Not applicable	Not applicable to our school

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.	Not applicable to our school
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to our school
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to our school
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to our school
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to our school

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 to our school
7	Not applicable	Not applicable to our school
8	Not applicable	Not applicable to our school

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.	Not applicable to our school
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to our school
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to our school
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to our school
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to our school

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	Not applicable	Not applicable to our school
Global 2	Not applicable	Not applicable to our school
American History	Not applicable	Not applicable to our school

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.	Not applicable to our school
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to our school
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to our school
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to our school

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to our school
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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	Not applicable	Not applicable to our school
Earth Science	Not applicable	Not applicable to our school
Chemistry	Not applicable	Not applicable to our school
Physics	Not applicable	Not applicable to our school

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.	Not applicable to our school
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to our school
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to our school
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to our school
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to our school

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	Not applicable	Not applicable to our school
Geometry	Not applicable	Not applicable to our school

Algebra 2	Not applicable	Not applicable to our school
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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.	Not applicable to our school
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to our school
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to our school
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to our school
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to our school

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	Not applicable	Not applicable to our school
Grade 10 ELA	Not applicable	Not applicable to our school
Grade 11 ELA	Not applicable	Not applicable to our school

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.	Not applicable to our school
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to our school

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/5139/124070-y92vNseFa4/APPR Teacher Charts for 40%.doc

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 adjustmensts or controls are being used.

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.

Measures will be averaged for all multiple locally selected measures used.

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 Wednesday, May 02, 2012

Updated Wednesday, June 20, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(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]	50
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	10

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)

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

(No response)

(No response)

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.

Each of the components of the 4 domains will receive a point allocation indicated in Chart 1 Section 1 for a total possible score of 0 - 50 points. Each of the items in the structured review process Chart 1 Section 2 will receive a point allocation for a total possible score of 0-10 points. Chart 1 Section 3 lists examples of evidence to be considered. See Chart 2A, 2B and 2C for points within each HEDI category and for criteria and key attributes for evidence.

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/5091/124078-eka9yMJ855/Charts 1, 2A, 2B, 2C for APPR pdf 6-19-12.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.	Exemplary performance is achieved in delivering instruction, managing classroom environment, planning, preparation and professional responsibilities. Results are well above state average and/or district standards for similar students. See chart 1 for point allocation.
Effective: Overall performance and results meet NYS Teaching Standards.	Effective, average performance is achieved in delivering instruction, managing classroom environment, planning, preparation and professional responsibilities. Results meet state average and/or district standards for similar students. See chart 1 for point allocation.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Below average performance for state and/or district standard is achieved in delivering instruction, managing classroom environment, planning, preparation and professional responsibilities. Results are below state average and/or district standards for similar students. See chart 1 for point allocation.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Unsatisfactory performance is achieved in delivering instruction, managing classroom environment, planning, preparation and professional responsibilities. Results are well-below state average and/or district standards for similar students. See chart 1 for point allocation.

Provide the ranges for the 60-point scoring bands.

Highly Effective	58-60
Effective	50-57
Developing	33-49
Ineffective	0-32

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	2
4.6) Observations of Probationary Teachers Enter Total	4

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?

- Both

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

- Both

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- Both

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

• Both

5. Composite Scoring (Teachers)

Created Wednesday, May 02, 2012

Updated Wednesday, June 20, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	58-60
Effective	50-57
Developing	33-49
Ineffective	0-32

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Wednesday, May 02, 2012

Updated Tuesday, August 21, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/124083-Df0w3Xx5v6/Teacher Improvement Plan 2012-13.doc](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The parties have agreed that any appeal of a teacher with an ineffective evaluation shall be heard by and conclude with the Superintendent of Schools, following an expeditious process.

1. Within five (5) school days of the receipt of a teacher's APPR report, the teacher may request, in writing, review by the Superintendent of Schools or his/her designee.

2. The appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. The evaluated teacher may only challenge the substance of the annual professional performance review, and/or the school district's issuance and/or implementation of the terms of the teacher improvement plan.

3. Within ten (10) school days of receipt of the appeal, the Superintendent of Schools shall render a final determination, in writing, respecting the appeal. The determination of the Superintendent of Schools, or his/her designee, shall be final and shall not be grievable, arbitrable, or reviewable in any other forum.

4. Teachers who receive a rating of "highly effective", "effective" or "developing" shall not be permitted to appeal their rating.

5. Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a teacher improvement plan. The Amagansett Union Free School District retains its authority to terminate probationary teachers for any reason including statutory and constitutionally permissible reasons other than the performance of the teacher in the classroom, including but not limited to misconduct.

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 is using the Danielson 2007 model for observation and evaluation of all teaching staff. The District subscribed to and participated in training on the use of the Danielson model as well as all aspects of teacher evaluation and student assessment. Vendors who delivered the training include: Charlotte Danielson herself, Peconic Teacher Center through Joan Daly Lewis, Eastern Suffolk Boces and Nassau Boces delivered by Boces staff and trained consultants such as Emma Klimek, Jean Lapinski, Dr. Lorna Lewis, NYSSBA, NYCOSS and the LEAF program and additional webinars and conferences for more than 30 days throughout the year. The District also purchased relevant materials and resources to compliment the evaluation process.

The District has only 2 administrators (Superintendent and Principal). These 2 administrators attended training sessions together and practiced evaluating lessons together, both in the training sessions and in the regular classroom in order to assure inter-rater reliability.

In addition, the District attended (and continues to attend) live and webinar training sessions on data systems and the use of data such as SchoolTool, Mylearningplan, NYLearns, Aimsweb, NWEA, ThinkingMaps, BARS and DataMentor etc.

Both administrators attend Boces meetings on data collection and receive listserv information on a regular basis from Boces and the State Education Department. Training began in July 2011 and continued through June, 2012. It will continue in 2012-13. Specific dates of attendance are: 7/6, 7/7, 7/14, 7/26, 8/9, 8/10, 8/15, 8/16, 8/29, 9/16, 10, 13, 11/18, 12/15, 1/12, 2/16, 3/15, 10,26, 11/14, 11/15, 3/2,3/20, 3/26, 5/3, 4/17, 5/10, 6/7, 5/18, 6/27, 6/28 for the Superintendent; and 8/15,8/16,9/16, 10/13, 11/18, 12/15, 1/12, 2/16, 3/15, 4/19, 5/17, 6/7 and 7/18 for the Principal.

The District will continue the above activities and process for retraining to maintain expertise and ensure inter-rater reliability in order to periodically recertify both administrators as Lead Evaluators. Workshops and training provided by BOCES, Peconic Teacher Center, NYS, NYSCOSS and other organizations will be an ongoing process throughout the year to continuously re-train administrators for recertification.

The District purchased volumes of Core Curriculum materials to disseminate to teaching staff and to have hands-on material to study together. In addition, an Intranet site was created to post new materials throughout the year.

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	Checked

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, May 02, 2012

Updated Wednesday, June 20, 2012

Page 1

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

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

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

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

	PK-6
	(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
Pk-6	State assessment	ELA and math grades 4-6
PK-6	State-approved 3rd party assessment	Aimswab if needed
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)

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.	The State will assign the growth measure for grades 4-6 in ELA and math. If additional SLOs are required for grades K-3, the average of the teachers points in these grades on Aimsweb assessments will be assigned to the Principal and weighted averaged with State assigned growth scores. See Principal Charts 2A,2B,2C and Principal Charts 3A,3B,3C,3D for point allocations to principals and teachers' Charts 3A-3C for reference.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The State will assign the growth measure for grades 4-6 in ELA and math. If additional SLOs are required for grades K-3, the average of the teachers points in these grades on Aimsweb assessments will be assigned to the Principal and weighted averaged with State assigned growth scores. See Principal Charts 2A,2B,2C and Principal Charts 3A,3B,3C,3D for point allocations to principals and teachers' Charts 3A-3C for reference.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The State will assign the growth measure for grades 4-6 in ELA and math. If additional SLOs are required for grades K-2, the average of the teachers points in these grades on Aimsweb assessments will be assigned to the Principal and weighted averaged with State assigned growth scores. See Principal Charts 2A,2B,2C and Principal Charts 3A,3B,3C,3D for point allocations to principals and teachers' Charts 3A-3C for

reference.

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

The State will assign the growth measure for grades 4-6 in ELA and math. If additional SLOs are required for grades K-2, the average of the teachers points in these grades on Aimsweb assessments will be assigned to the Principal and weighted averaged with State assigned growth scores. See Principal Charts 2A,2B,2C and Principal Charts 3A,3B,3C,3D for point allocations to principals and teachers' Charts 3A-3C for reference.

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

The State will assign the growth measure for grades 4-6 in ELA and math. If additional SLOs are required for grades K-2, the average of the teachers points in these grades on Aimsweb assessments will be assigned to the Principal and weighted averaged with State assigned growth scores. See Principal Charts 2A,2B,2C and Principal Charts 3A,3B,3C,3D for point allocations to principals and teachers' Charts 3A-3C for reference.

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/5365/124085-lha0DogRNw/Chart Principal 2A,2B,2C,3A,3B,3C,3D,4A& teachers.pdf](#)

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

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 Wednesday, May 02, 2012

Updated Monday, August 27, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	Measures of Academic Progress ELA & Math Grades K-6

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.	Measures of Academic Progress will be used across Grades K-6 in ELA and math. Points will be allocated according to mean RIT scores above the national mean and % of students achieving targeted growth established by NWEA. See Principal charts 2A,2B, 2C and 4A for point allocations. Points will be calculated for each grade and the sum divided by the number of grades (7) for a final Principal score. (15 point scores are highlighted in Blue.)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points will be allocated according to mean RIT scores above the national mean and % of students achieving targeted growth established by NWEA. See Principal charts 2A,2B, 2C and 4A for point allocations. Points will be calculated for each grade and the sum divided by the number of grades (7) for a final Principal score. (15 point scores are highlighted in Blue.)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points will be allocated according to mean RIT scores above the national mean and % of students achieving targeted growth established by NWEA. See Principal charts 2A,2B, 2C and 4A for point allocations. Points will be calculated for each grade and the sum divided by the number of grades (7) for a final Principal score. (15 point scores are highlighted in Blue.)

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

Points will be allocated according to mean RIT scores above the national mean and % of students achieving targeted growth established by NWEA. See Principal charts 2A,2B, 2C and 4A for point allocations. Points will be calculated for each grade and the sum divided by the number of grades (7) for a final Principal score. (15 point scores are highlighted in Blue.)

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

Points will be allocated according to mean RIT scores above the national mean and % of students achieving targeted growth established by NWEA. See Principal charts 2A,2B, 2C and 4A for point allocations. Points will be calculated for each grade and the sum divided by the number of grades (7) for a final Principal score. (15 point scores are highlighted in Blue.)

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/5366/124089-qBFVOWF7fC/APPR Principal 40% 12-13 rev 8-24-12_1.doc

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

In the table below, list all of the grade configurations 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
Not applicable		Not applicable

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.

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.

Not applicable

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 Wednesday, May 02, 2012

Updated Wednesday, June 20, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Domain 1: 6 points; Domain 2: 15 points; Domain 3: 12 points; Domain 4: 9 points; Domain 5 6 points; Domain 6: 3 points; Domain 7: 9 points. See attached Point Distribution Chart included in the attachment below.

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/5143/124091-pMADJ4gk6R/Principal Evaluation with points.doc

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

Highly Effective: Overall performance and results exceed standards.	Results exceed State and District level standards; Exemplary performance that is seamless, subtle, preventative and is always exhibited. (See attached point distribution chart)
Effective: Overall performance and results meet standards.	Results meet state and District standards. Performance is consistent, frequent, successful, appropriate, clear, positive and occurs most of the time. (See attached point distribution chart)
Developing: Overall performance and results need improvement in order to meet standards.	Performance needs improvement in order to meet state and district standards; performance is inconsistent, moderate, occurs generally, is minimal and occurs sometimes. (See attached point distribution chart)
Ineffective: Overall performance and results do not meet standards.	Performance does not meet state and district standards; performance is inconsistent, unclear, unsuitable, shows lack of awareness and occurs seldom. (See attached point distribution chart)

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	44-54.5
Developing	33-43
Ineffective	0-32

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Wednesday, May 02, 2012

Updated Wednesday, June 20, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	55-60
Effective	44-54.5
Developing	33-43
Ineffective	0-32

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 Wednesday, May 02, 2012

Updated Tuesday, August 21, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/124095-Df0w3Xx5v6/PIP 8-20-12.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:

*Amagansett UFSD
Appeals Process – Principal Evaluation*

The parties have agreed that any appeal of the Principal with an ineffective evaluation shall be heard by and conclude with an active or retired superintendent of schools, holding valid SDL or SDA certification from the State Education Department, to be selected by the Superintendent of Schools, following an expeditious process.

1) Within five (5) school days of the receipt of the Principal's APPR report, the Principal may request, in writing, review by the Superintendent of Schools' designee.

2) The appeal writing shall articulate in detail the basis of the appeal to the Superintendent's designee. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. The evaluated Principal may only challenge the substance of the annual professional performance review, and/or the school district's issuance and/or implementation of the terms of the Principal improvement plan.

3) Within ten (10) school days of receipt of the appeal, the Superintendent will select and appoint a designee to consider the appeal. Within ten (10) school days of the appointment of the designee, the designee shall render a final determination, in writing, respecting the appeal. The determination of the Superintendent's designee, shall be final and shall not be grievable, arbitrable, or reviewable in any other forum.

4) A principal who receives a rating of "highly effective", "effective" or "developing" shall not be permitted to appeal his/her rating.

5) Non-tenured principals shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a principal improvement plan. The Amagansett Union Free School District retains its authority to terminate a probationary principal for any reason including statutory and constitutionally permissible reasons other than the performance of the principal in the school, including but not limited to misconduct.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The District is using the Danielson 2007 model for observation and evaluation of all teaching staff. The District is using the MPPR model for evaluation of the sole Principal. The District subscribed to and participated in training on the use of the Danielson model as well as all aspects of teacher evaluation, principal evaluation and student assessment. Vendors who delivered the training include: Charlotte Danielson herself, Peconic Teacher Center through Joan Daly Lewis, Eastern Suffolk Boces and Nassau Boces delivered by Boces staff and trained consultants such as Emma Klimek, Jean Lapinski, Dr. Lorna Lewis, Wendell Chu, Harriet Copel, Allan Van Cott, NYSSBA, NYCOSS and the LEAF program and additional webinars and conferences for more than 30 days throughout the year. The District also purchased relevant materials and resources to compliment the evaluation process.

The District has only 2 administrators (Superintendent and Principal). These 2 administrators attended training sessions together for teachers and practiced evaluating lessons together, both in the training sessions and in the regular classroom in order to assure inter-rater reliability. The Superintendent attended training sessions for Principal Evaluator and is the sole evaluator of the sole principal.

In addition, the District attended (and continues to attend) live and webinar training sessions on data systems and the use of data such as SchoolTool, Mylearningplan, NYLearns, Aimsweb, NWEA, ThinkingMaps, BARS and DataMentor etc.

Both administrators attend Boces meetings on data collection and receive listserv information on a regular basis from Boces and the State Education Department. Training began in July 2011 and continued through June, 2012. It will continue in 2012-13. Specific dates of attendance are: 7/6, 7/7, 7/14, 7/26, 8/9, 8/10, 8/15, 8/16, 8/29, 9/16, 10, 13, 11/18, 12/15, 1/12, 2/16, 3/15, 10,26, 11/14, 11/15, 3/2,3/20, 3/26, 5/3, 4/17, 5/10, 6/7, 5/18, 6/27, 6/28 for the Superintendent; and 8/15,8/16,9/16, 10/13, 11/18, 12/15, 1/12, 2/16, 3/15, 4/19, 5/17, 6/7 and 7/18 for the Principal.

The District will continue the above activities and process for retraining to maintain expertise and to ensure inter-rated reliability in order to periodically recertify administrators as LEad Evaluators. Workshops and training provided by BOCES, Peconic Teacher Center, NYS, NYSCOSS and other organizations will be an ongoing process throughout the year to continuously re-train administrators for recertification.

The District purchased volumes of Core Curriculum material to disseminate to teaching staff and to have hands-on material to study together. In addition, an Intranet site was created to post new materials throughout the year.

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	Checked
---	---------

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Monday, August 27, 2012
Updated Tuesday, August 28, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/169090-3Uqgn5g9Iu/certification form signed 8-27-12.pdf>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

AMAGANSETT UNION FREE SCHOOL DISTRICT

Part B: Point Distribution for State & Growth and Local Measures of Growth/Achievement

Chart 2 A:

For 2012-13 for educators for whom there is **no** approved Value-Added measure of **student growth** the scoring ranges 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	58 - 60		91-100
Effective	9-17	9-17	50 - 57		75-90
Developing	3-8	3-8	33 - 49		65-74
Ineffective	0-2	0-2	0 - 32		0-64

Chart 2 B:

For 2012-13 for educators for whom there **is** an approved Value-Added measure of **student growth** the scoring ranges will be:

2012-13 where there is 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	22-25	14-15	58 - 60		91-100
Effective	10- 21	8-13	50 - 57		75-90
Developing	3-9	3-7	33 - 49		65-74
Ineffective	0-2	0-2	0 - 32		0-64

Chart 2C:

Descriptions of HEDI categories

Highly Effective	Results are well-above state average and/or district standards for similar students; Success is student-directed; Key attributes are: seamless, subtle, skillful, preventative and always.
Effective	Results meet state average and/or district standards for similar students; Success is teacher-directed; Key attributes are: consistent, frequent, successful, appropriate, clear, positive and most.
Developing	Results are below state average and/or district standards for similar students; Success is partial; Key attributes are: generally, inconsistently, moderate, attempted, minimal and sometimes.
Ineffective	Results are well-below state average and/or district standards for similar students; key attributes are: unsafe, lack of, unaware, harmful, unclear, poor, unsuitable and none or seldom.

Part C: Growth Measure: State or Local Growth Measure (20 or 25 points)

Chart 3 A: For teachers of ELA and Math where 50-100% of students are NOT covered by a State provided growth measure

STATE ASSESSMENT SCORE – GROWTH /COMPARABLE MEASURE (0-20 points)				
Local AIMSWEB Assessments**				
Highly Effective % growth = points	Effective % growth = points	Developing % growth = points	Ineffective % growth = points	
95 – 99% = 20 points 91- 94% = 19 points 83 – 90% = 18 points	81 – 82% = 17 points 78 - 80% = 16 points 76 – 77 % = 15 points 70 – 75 % = 14 points 66 – 69% = 13 points 61 – 65% = 12 points 58 - 60% = 11 points 56 - 57% = 10 points 51- 55% = 9 points	46 – 50% = 8 points 41 – 45 % = 7 points 40% = 6 points 36 – 39% = 5 points 30 – 35% = 4 points 20 – 29% = 3 points	14- 19% = 2 points 7 – 13 % = 1 point 1 - 6% = 0 points	
			Total Chart 3A:	
**Aimsweb (Pearson) will subtract individual student fall raw score in ELA and/or Math from spring raw score; divide by 36 weeks; convert score to growth %ile rank (rate of improvement); sum all individual point values; divide by # of students; convert score to 0-20 points using their crosswalk table.				

Chart 3 B: For teachers of other subjects NOT covered by a State provided growth measure & using GROUP results based on State assessments in ELA & Math

GROWTH /COMPARABLE MEASURE Using STATE ASSESSMENTS (0-20 points or 0-25 points)		
Average of Growth scores assigned by the State to Common Branch teachers in Grades 4 - 6		Score:

Chart 3 C: For Grade 3 teacher(s) of ELA & Math

GROWTH /COMPARABLE MEASURE Using STATE ASSESSMENTS
Reading and Math
(0-20 points)

Growth FROM Fall NWEA Baseline TO Actual Spring (Grade 3) State Assessments	Actual State Assessments 				
Baseline – RIT score on Fall NWEA 	(Ineffective) Level 1 Low/Middle/High	(Developing) Level 2 Low/Middle/High	(Effective) Level 3 Low/Middle/High	(Highly Effective) Level 4 Low/Middle/High	
Ineffective 0-173	0 -5	6-8	9-10	10	
Developing 174-189	0 -5	6-7	8-9	9-10	
Effective 190-203	0-4	5-7	8-9	9-10	
Highly Effective 204 -+	0	2 -5	6 -8	9-10	
Reading Score: Possible: 10 points				R:	Total:
Math Score: Possible: 10 points				M:	

Note: Use weighted mean scores on State tests for growth measure. For teachers of only reading OR math, double the Reading or Math score for a maximum of 20 points.

Formula to assign points: Obtain range of scores on state tests for each level. Divide by the number of possible points in each cell. Proportionally assign points within the range, using standard rounding rules if necessary.

Example: With a baseline NWEA Ineffective score and a Level 2 State test score cell: given a range from low to high of 636 to 675 points on State test and 6 -8 possible earned points, subtract 675 -636 and divide by 3 to obtain a possible 13 point range. Therefore, we would assign 6 points for obtained state scores of 636 -648, 7 points for obtained state scores of 649-661, and 8 points for obtained scores of 662-675.

Chart 3D:

STATE ASSESSMENT SCORE – GROWTH /COMPARABLE MEASURE

(0-20 points or 0- 25 points)

NYSED Issued Score: **OR** **Locally Determined Growth Score:**
 Chart 3A: Chart 3B: Chart 3C:

Part D: Local Measure of Growth/Achievement (20 or 15 points)

Chart 4 A:

**LOCAL ASSESSMENT SCORE – GROWTH/ACHIEVEMENT MEASURE
(0-20 points or 0-15 points)
NWEA ASSESSMENTS**

Point Allocation per category (20 total/15 total)	Points above/below National Mean (Achievement)	Points Earned Reading	Points Earned Math	% Meeting Target Growth (Growth)	Points Earned Reading	Points Earned Math
5/ 3.75	15			84%		
4.75/ 3.6	12			80%		
4.5/ 3.4	10			75%		
4.25/ 3.2	8			70%		
4/ 3	6			68%		
3.75/ 2.8	4			65%		
3.5/ 2.6	3			62%		
3.25/ 2.4	2			60%		
3/ 2.25	1			55%		
2.75/ 2	0			50%		
2.5/ 1.9	-.1			49%		
2.25/ 1.7	-.25			48%		
2/ 1.5	-.5			47%		
1.75/ 1.4	-1			46%		
1.5/ 1.2	-1.25			45%		
1.25/ 1	-1.5			44%		
1/ .75	-2			43%		
.75/ .6	-2.5			42%		
.5/ .4	-2.75			41%		
.25/ .3	-3			40%		
0/ 0	-3.5			39%		
Subtotals						
Grand Total:						

For overall HEDI score, standard rounding rules apply.

Example to calculate Total Score: For Reading: Given a score 6 points above National Mean = allocation of 4 points; 80% meeting target growth = allocation of 4.75 points for a total Reading score of 8.75.

For Math: Given score of 12 points above the National Mean = allocation of 4.75 points and a percentage meeting target growth of 80% = allocation of 4.75 points for a total of 9.5 points in math. The total of 18.25 points rounds to 18 which is an equivalent HEDI rating of Highly Effective.

Chart 4 B

**LOCAL ASSESSMENT SCORE – GROWTH/ACHIEVEMENT MEASURE
(0-20 points or 15 points)**

AMAGANSETT UNION FREE SCHOOL DISTRICT

Part B: Point Distribution for State & Growth and Local Measures of Growth/Achievement

Chart 2 A:

For 2012-13 for educators for whom there is **no** approved Value-Added measure of **student growth** the scoring ranges 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	58 - 60		91-100
Effective	9-17	9-17	50 - 57		75-90
Developing	3-8	3-8	33 - 49		65-74
Ineffective	0-2	0-2	0 - 32		0-64

Chart 2 B:

For 2012-13 for educators for whom there **is** an approved Value-Added measure of **student growth** the scoring ranges will be:

2012-13 where there is 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	22-25	14-15	58 - 60		91-100
Effective	10- 21	8-13	50 - 57		75-90
Developing	3-9	3-7	33 - 49		65-74
Ineffective	0-2	0-2	0 - 32		0-64

Chart 2C:

Descriptions of HEDI categories

Highly Effective	Results are well-above state average and/or district standards for similar students; Success is student-directed; Key attributes are: seamless, subtle, skillful, preventative and always.
Effective	Results meet state average and/or district standards for similar students; Success is teacher-directed; Key attributes are: consistent, frequent, successful, appropriate, clear, positive and most.
Developing	Results are below state average and/or district standards for similar students; Success is partial; Key attributes are: generally, inconsistently, moderate, attempted, minimal and sometimes.
Ineffective	Results are well-below state average and/or district standards for similar students; key attributes are: unsafe, lack of, unaware, harmful, unclear, poor, unsuitable and none or seldom.

Part C: Growth Measure: State or Local Growth Measure (20 or 25 points)

Chart 3 A: For teachers of ELA and Math where 50-100% of students are NOT covered by a State provided growth measure

STATE ASSESSMENT SCORE – GROWTH /COMPARABLE MEASURE (0-20 points)				
Local AIMSWEB Assessments**				
Highly Effective % growth = points	Effective % growth = points	Developing % growth = points	Ineffective % growth = points	
95 – 99% = 20 points 91- 94% = 19 points 83 – 90% = 18 points	81 – 82% = 17 points 78 - 80% = 16 points 76 – 77 % = 15 points 70 – 75 % = 14 points 66 – 69% = 13 points 61 – 65% = 12 points 58 - 60% = 11 points 56 - 57% = 10 points 51- 55% = 9 points	46 – 50% = 8 points 41 – 45 % = 7 points 40% = 6 points 36 – 39% = 5 points 30 – 35% = 4 points 20 – 29% = 3 points	14- 19% = 2 points 7 – 13 % = 1 point 1 - 6% = 0 points	
			Total Chart 3A:	
**Aimsweb (Pearson) will subtract individual student fall raw score in ELA and/or Math from spring raw score; divide by 36 weeks; convert score to growth %ile rank (rate of improvement); sum all individual point values; divide by # of students; convert score to 0-20 points using their crosswalk table.				

Chart 3 B: For teachers of other subjects NOT covered by a State provided growth measure & using GROUP results based on State assessments in ELA & Math

GROWTH /COMPARABLE MEASURE Using STATE ASSESSMENTS (0-20 points or 0-25 points)		
Average of Growth scores assigned by the State to Common Branch teachers in Grades 4 - 6		Score:

Chart 3 C: For Grade 3 teacher(s) of ELA & Math

GROWTH /COMPARABLE MEASURE Using STATE ASSESSMENTS
Reading and Math
(0-20 points)

Growth FROM Fall NWEA Baseline TO Actual Spring (Grade 3) State Assessments	Actual State Assessments 				Total:
	(Ineffective) Level 1 Low/Middle/High	(Developing) Level 2 Low/Middle/High	(Effective) Level 3 Low/Middle/High	(Highly Effective) Level 4 Low/Middle/High	
Baseline – RIT score on Fall NWEA 					
Ineffective 0-173	0 -5	6-8	9-10	10	
Developing 174-189	0 -5	6-7	8-9	9-10	
Effective 190-203	0-4	5-7	8-9	9-10	
Highly Effective 204 -+	0	2 -5	6 -8	9-10	
Reading Score: Possible: 10 points				R:	
Math Score: Possible: 10 points				M:	

Note: Use weighted mean scores on State tests for growth measure. For teachers of only reading OR math, double the Reading or Math score for a maximum of 20 points.

Formula to assign points: Obtain range of scores on state tests for each level. Divide by the number of possible points in each cell. Proportionally assign points within the range, using standard rounding rules if necessary.

Example: With a baseline NWEA Ineffective score and a Level 2 State test score cell: given a range from low to high of 636 to 675 points on State test and 6 -8 possible earned points, subtract 675 -636 and divide by 3 to obtain a possible 13 point range. Therefore, we would assign 6 points for obtained state scores of 636 -648, 7 points for obtained state scores of 649-661, and 8 points for obtained scores of 662-675.

Chart 3D:

STATE ASSESSMENT SCORE – GROWTH /COMPARABLE MEASURE

(0-20 points or 0- 25 points)

NYSED Issued Score: **OR** **Locally Determined Growth Score:**
 Chart 3A: Chart 3B: Chart 3C:

Part D: Local Measure of Growth/Achievement (20 or 15 points)

Chart 4 A:

**LOCAL ASSESSMENT SCORE – GROWTH/ACHIEVEMENT MEASURE
(0-20 points or 0-15 points)
NWEA ASSESSMENTS**

Point Allocation per category (20 total/15 total)	Points above/below National Mean (Achievement)	Points Earned Reading	Points Earned Math	% Meeting Target Growth (Growth)	Points Earned Reading	Points Earned Math
5/ 3.75	15			84%		
4.75/ 3.6	12			80%		
4.5/ 3.4	10			75%		
4.25/ 3.2	8			70%		
4/ 3	6			68%		
3.75/ 2.8	4			65%		
3.5/ 2.6	3			62%		
3.25/ 2.4	2			60%		
3/ 2.25	1			55%		
2.75/ 2	0			50%		
2.5/ 1.9	-.1			49%		
2.25/ 1.7	-.25			48%		
2/ 1.5	-.5			47%		
1.75/ 1.4	-1			46%		
1.5/ 1.2	-1.25			45%		
1.25/ 1	-1.5			44%		
1/ .75	-2			43%		
.75/ .6	-2.5			42%		
.5/ .4	-2.75			41%		
.25/ .3	-3			40%		
0/ 0	-3.5			39%		
Subtotals						
Grand Total:						

For overall HEDI score, standard rounding rules apply.

Example to calculate Total Score: For Reading: Given a score 6 points above National Mean = allocation of 4 points; 80% meeting target growth = allocation of 4.75 points for a total Reading score of 8.75.

For Math: Given score of 12 points above the National Mean = allocation of 4.75 points and a percentage meeting target growth of 80% = allocation of 4.75 points for a total of 9.5 points in math. The total of 18.25 points rounds to 18 which is an equivalent HEDI rating of Highly Effective.

Chart 4 B

**LOCAL ASSESSMENT SCORE – GROWTH/ACHIEVEMENT MEASURE
(0-20 points or 15 points)**

AMAGANSETT UNION FREE SCHOOL DISTRICT

Part B: Point Distribution for State & Growth and Local Measures of Growth/Achievement

Chart 2 A:

For 2012-13 for educators for whom there is **no** approved Value-Added measure of **student growth** the scoring ranges 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	58 - 60		91-100
Effective	9-17	9-17	50 - 57		75-90
Developing	3-8	3-8	33 - 49		65-74
Ineffective	0-2	0-2	0 - 32		0-64

Chart 2 B:

For 2012-13 for educators for whom there **is** an approved Value-Added measure of **student growth** the scoring ranges will be:

2012-13 where there is 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	22-25	14-15	58 - 60		91-100
Effective	10- 21	8-13	50 - 57		75-90
Developing	3-9	3-7	33 - 49		65-74
Ineffective	0-2	0-2	0 - 32		0-64

Chart 2C:

Descriptions of HEDI categories

Highly Effective	Results are well-above state average and/or district standards for similar students; Success is student-directed; Key attributes are: seamless, subtle, skillful, preventative and always.
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Part C: Growth Measure: State or Local Growth Measure (20 or 25 points)

Chart 3 A: For teachers of ELA and Math where 50-100% of students are NOT covered by a State provided growth measure

STATE ASSESSMENT SCORE – GROWTH /COMPARABLE MEASURE (0-20 points)				
Local AIMSWEB Assessments**				
Highly Effective % growth = points	Effective % growth = points	Developing % growth = points	Ineffective % growth = points	
95 – 99% = 20 points 91- 94% = 19 points 83 – 90% = 18 points	81 – 82% = 17 points 78 - 80% = 16 points 76 – 77 % = 15 points 70 – 75 % = 14 points 66 – 69% = 13 points 61 – 65% = 12 points 58 - 60% = 11 points 56 - 57% = 10 points 51- 55% = 9 points	46 – 50% = 8 points 41 – 45 % = 7 points 40% = 6 points 36 – 39% = 5 points 30 – 35% = 4 points 20 – 29% = 3 points	14- 19% = 2 points 7 – 13 % = 1 point 1 - 6% = 0 points	
			Total Chart 3A:	
**Aimsweb (Pearson) will subtract individual student fall raw score in ELA and/or Math from spring raw score; divide by 36 weeks; convert score to growth %ile rank (rate of improvement); sum all individual point values; divide by # of students; convert score to 0-20 points using their crosswalk table.				

Chart 3 B: For teachers of other subjects NOT covered by a State provided growth measure & using GROUP results based on State assessments in ELA & Math

GROWTH /COMPARABLE MEASURE Using STATE ASSESSMENTS (0-20 points or 0-25 points)		
Average of Growth scores assigned by the State to Common Branch teachers in Grades 4 - 6		Score:

Chart 3 C: For Grade 3 teacher(s) of ELA & Math

GROWTH /COMPARABLE MEASURE Using STATE ASSESSMENTS
Reading and Math
(0-20 points)

Growth FROM Fall NWEA Baseline TO Actual Spring (Grade 3) State Assessments	Actual State Assessments				Total:
	(Ineffective) Level 1 Low/Middle/High	(Developing) Level 2 Low/Middle/High	(Effective) Level 3 Low/Middle/High	(Highly Effective) Level 4 Low/Middle/High	
Baseline – RIT score on Fall NWEA					
Ineffective 0-173	0 -5	6-8	9-10	10	
Developing 174-189	0 -5	6-7	8-9	9-10	
Effective 190-203	0-4	5-7	8-9	9-10	
Highly Effective 204 -+	0	2 -5	6 -8	9-10	
Reading Score: Possible: 10 points				R:	
Math Score: Possible: 10 points				M:	

Note: Use weighted mean scores on State tests for growth measure. For teachers of only reading OR math, double the Reading or Math score for a maximum of 20 points.

Formula to assign points: Obtain range of scores on state tests for each level. Divide by the number of possible points in each cell. Proportionally assign points within the range, using standard rounding rules if necessary.

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Chart 3D:

STATE ASSESSMENT SCORE – GROWTH /COMPARABLE MEASURE

(0-20 points or 0- 25 points)

NYSED Issued Score: **OR** **Locally Determined Growth Score:**
Chart 3A: **Chart 3B:** **Chart 3C:**

Part D: Local Measure of Growth/Achievement (20 or 15 points)

Chart 4 A:

**LOCAL ASSESSMENT SCORE – GROWTH/ACHIEVEMENT MEASURE
(0-20 points or 0-15 points)
NWEA ASSESSMENTS**

Point Allocation per category (20 total/15 total)	Points above/below National Mean (Achievement)	Points Earned Reading	Points Earned Math	% Meeting Target Growth (Growth)	Points Earned Reading	Points Earned Math
5/ 3.75	15			84%		
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4.5/ 3.4	10			75%		
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4/ 3	6			68%		
3.75/ 2.8	4			65%		
3.5/ 2.6	3			62%		
3.25/ 2.4	2			60%		
3/ 2.25	1			55%		
2.75/ 2	0			50%		
2.5/ 1.9	-1			49%		
2.25/ 1.7	-0.25			48%		
2/ 1.5	-0.5			47%		
1.75/ 1.4	-1			46%		
1.5/ 1.2	-1.25			45%		
1.25/ 1	-1.5			44%		
1/ .75	-2			43%		
.75/ .6	-2.5			42%		
.5/ .4	-2.75			41%		
.25/ .3	-3			40%		
0/ 0	-3.5			39%		
Subtotals						
Grand Total:						

For overall HEDI score, standard rounding rules apply.

Example to calculate Total Score: For Reading: Given a score 6 points above National Mean = allocation of 4 points; 80% meeting target growth = allocation of 4.75 points for a total Reading score of 8.75.

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Chart 4 B

**LOCAL ASSESSMENT SCORE – GROWTH/ACHIEVEMENT MEASURE
(0-20 points or 15 points)**

**AMAGANSETT UNION FREE SCHOOL DISTRICT
ANNUAL PROFESSIONAL PERFORMANCE REVIEW EVALUATION**

TEACHER:	
SCHOOL YEAR:	
ASSIGNMENT	Common Branch <input type="checkbox"/> Subject(s) : _____ Grade(s): _____
	Tenured <input type="checkbox"/> Probationary <input type="checkbox"/> Part-Time <input type="checkbox"/> Substitute: <input type="checkbox"/>
EVALUATOR:	

Part A: Professional Competencies – Danielson 2007 Rubric

Chart : 1						
PROFESSIONAL COMPETENCIES						
DANIELSON 2007 Version						
(Part A: 50 Points: Observation & Part B: 10 Points: Structured reviews of lesson plans, student portfolios and teacher artifacts)						
Section 1: FRAMEWORK FOR TEACHING	HE	E	D	I	Rating	
Observations						
Demonstrating Knowledge of Content and Pedagogy (1a)	2.5	2.0 – 2.4	1.4 -1.9	0 – 1.3		
Demonstrating Knowledge of Students (1b)	2.5	2.0 – 2.4	1.4 -1.9	0 – 1.3		
Setting Instructional Outcomes (1c)	2.5	2.0 – 2.4	1.4 -1.9	0 – 1.3		
Demonstrating Knowledge of Resources (1d)	1.4	1.2– 1.3	.7 – 1.1	0 - .6		
Demonstrating Effective/Coherent Instruction (1e)	2.5	2.0 – 2.4	1.4 -1.9	0 – 1.3		
Designing Student Assessments (1f)	1.4	1.2– 1.3	.7 – 1.1	0 - .6		
Creating an Environment of Respect and Rapport (2a)	1.4	1.2– 1.3	.7 – 1.1	0 - .6		
Establishing a Culture for Learning (2b)	1.4	1.2– 1.3	.7 – 1.1	0 - .6		
Managing Classroom Procedures (2c)	1.4	1.2– 1.3	.7 – 1.1	0 - .6		
Managing Student Behavior (2d)	1.4	1.2– 1.3	.7 – 1.1	0 - .6		
Organizing Physical Space (2e)	1.4	1.2– 1.3	.7 – 1.1	0 - .6		
Communicating with Students (Clarity of purpose) (3a)	3.7	3– 3.6	2.0 – 2.9	0 – 1.9		
Using Questioning, Prompts and Discussion (3b)	4.9	3.9 – 4.8	2.8 – 3.8	0 – 2.7		
Engaging Students in Learning (3c)	3.7	3– 3.6	2.0 – 2.9	0 – 1.9		
Using Assessment in Instruction (3d)	4.6	3.9 – 4.5	2.8 – 3.8	0 – 2.7		
Demonstrating Flexibility and Responsiveness (3e)	2.5	2.0 – 2.4	1.4 -1.9	0 – 1.3		
Teacher Reflection to Improve and Grow (4a)	2	1.6 – 1.9	1.2 -1.5	0 – 1.1		
Maintaining Accurate Records and Responsibilities (4b)- evidenced during pre and post observation conferences and meetings	2	1.6 – 1.9	1.2 -1.5	0 – 1.1		
Communicating with and Engaging Families – evidence of frequent and culturally appropriate information and communication and impact on instruction(4c)	1.4	1.2– 1.3	.7 – 1.1	0 - .6		
Participating in a Professional School Community and impact on instruction (4d)	2	1.6 – 1.9	1.2 -1.5	0 – 1.1		
Professional Growth by Enhancing Content Knowledge (4e) – evidence of instructional strategies incorporated as a result of professional activities	1.4	1.2– 1.3	.7 – 1.1	0 - .6		
Showing professionalism (4f)	2	1.6 – 1.9	1.2 -1.5	0 – 1.1		
Total Observation Points: Possible Total: 50					Subtotal Section 1:	
(See next section below)						

Chart 1 Section 2: Structured reviews of lesson plans, student portfolios and other teacher artifacts (Teachers will provide evidence for impact on teaching and learning in each category)	HE	E	D	I	Rating
I. Reflections About Teaching and Learning	3	2.6 - 2.9	1.6 - 2.5	0 - 1.5	
Techniques and strategies; examples of materials used in teaching lessons; development over time; ongoing process of inquiry, experimentation and reflection (and adjustment made based upon prior lesson)					
II. Knowledge of Content Area	3	2.6 - 2.9	1.6 - 2.5	0 - 1.5	
c) Short and Long Term Goals ;Unit and individual lesson plans (Do Now, homework, projects, assignments); Specific activities to Improve Instruction					
III. Documentation of Your Teaching Effectiveness					
Products of Teaching. Evidence of Student Learning/ Growth	4	3.5 - 3.9	2.1 - 3.4	0 - 2.0	
Student assessment samples and modifications (if necessary); communication with parents, include evidence of how you have communicated information about the instructional program, newsletters, individual student progress throughout the year: reading/math levels & student writing and/or work samples dent performance (high, average, low average students);					
Total Points Structured Review: Possible Total: 10			Subtotal Section 2:		
TOTAL SCORE Chart 1 (0 – 60):	Section 1 + Section 2				

Chart 1: Section 3:	Examples of Evidence:
NYS Teaching Standards 1 & 2 & 5/ Domain 1: Planning & Preparation	<ul style="list-style-type: none"> • Sample lessons and units • Curriculum maps: pacing guides, essential questions, enduring understandings • Sample assessment tasks, with student work samples and your feedback • Homework samples, with student work samples and your feedback • Examples of differentiated tasks and/or homework • Rubrics for student use • Student interest inventories • Lists of resources used: outside sources; guest speakers; community resources; technology resources
NYS Teaching Standard #4: Domain 2: Classroom Environment (mostly noted in observations)	<ul style="list-style-type: none"> • Standards of conduct such as class rules or procedures and range of consequences & routines • Strategies for student engagement and motivating effort
NYS Teaching Standard #3 & #5/ Domain 3: Instruction (mostly noted in observations)	<ul style="list-style-type: none"> • Student assignments and assessments with work samples • Rubrics • Instances of differentiation, i.e., alternate assignments • Grouping of students with rational • Student correspondence, for instance through teacher web pages
NYS Teaching Standard #6 & # 7/ Domain 4: Professional Responsibilities	<ul style="list-style-type: none"> • Sample communications to and from parents: letters, surveys, newsletters, etc. • Lists of professional activities in which you have been involved • Products that have resulted from your collaboration with other teachers • Any evidence of action research or professional inquiry • Information on participation in school activities • Reflections on professional readings & personal professional goals and progress made • Reflections on sample lessons or units • Grade books and other methods of documenting student progress, including student growth portfolios or any case studies

Part B: Point Distribution for State & Growth and Local Measures of Growth/Achievement

Chart 2 A:
 For 2012-13 for educators for whom there is **no** approved Value-Added measure of **student growth** the scoring ranges 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	58 - 60		91-100
Effective	9-17	9-17	50 - 57		75-90
Developing	3-8	3-8	33 - 49		65-74
Ineffective	0-2	0-2	0 - 32		0-64

Chart 2 B:
 For 2012-13 for educators for whom there is an approved Value-Added measure of **student growth** the scoring ranges will be:

2012-13 where there is Value-Added measure	Growth or comparable measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)		Overall Composite Score
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Effective	10- 21	8-13	50 - 57		75-90
Developing	3-9	3-7	33 - 49		65-74
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Chart 2C:

Descriptions of HEDI categories	
Highly Effective	Results are well-above state average and/or district standards for similar students; Success is student-directed; Key attributes are: seamless, subtle, skillful, preventative and always.
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Developing	Results are below state average and/or district standards for similar students; Success is partial; Key attributes are: generally, inconsistently, moderate, attempted, minimal and sometimes.
Ineffective	Results are well-below state average and/or district standards for similar students; key attributes are: unsafe, lack of, unaware, harmful, unclear, poor, unsuitable and none or seldom.

Amagansett UFSD Teacher Improvement Plan

The **Teacher Improvement Plan (TIP)** is a structured plan designed to identify specific concerns in instruction, performance and/or other professional responsibilities and outlines a specific plan of action to address these concerns. The TIP provides assistance and feedback to the teacher and establishes a timeline for assessing the effectiveness of the TIP.

A TIP will be initiated whenever a teacher receives a rating of Developing or Ineffective in a year-end evaluation. Both the teacher and the administrator meet for an Evaluation Conference at the end of the school year, where the “ineffective” or “developing” evaluation is discussed. A TIP is designed in collaboration with the president of the Teacher Association, teacher and administrator, over the course of the summer. The teacher must make appropriate time commitments to accomplish the task.

The teacher will be offered the opportunity for a mentor selected by the Superintendent. The TIP will be in place no later than September 10 of the following school year. An initial conference is held at the beginning of the school year where the TIP is discussed, signed and dated. The teacher and the administrator will sign the TIP at the end of the school year.

The TIP will consist of the following components:

1. **SPECIFIC AREA(S) FOR IMPROVEMENT:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the teacher to accomplish during the period of the Plan.

2. **EXPECTED OUTCOMES OF THE TIP:** Identify specific recommendations for what the teacher is expected to do to improve in the identified areas. Delineate specific, achievable activities for the teacher.

3. **RESOURCES AND INTERVENTION STRATEGIES:** Identify specific resources available to assist the teacher to improve performance. Examples that may be included: colleague assistance; courses; workshops; peer visits; materials; etc.

4. **RESPONSIBILITIES:** Identify responsible administrator(s) and steps to be taken by administrator(s) and the teacher throughout the Plan. Examples: classroom observations of the teacher; supervisory conferences between the teacher and administrator(s); written reports and/or evaluations, etc.

5. **EVIDENCE OF ACHIEVEMENT:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance.

6. **TIMELINE:** Provide timeline for implementation of the components of the TIP and for the final completion of the TIP. Identify the dates for preparation of written documentation regarding the completion of the Plan.

The Teacher Improvement Plan and all records of subsequent observations and meetings will become part of the teacher's record. The teacher should maintain copies of all documentation.

TIP Administrator

Date

Teacher

Date

Principal Part B: Growth Measure: State or Local Growth Measure (20 or 25 points)

Principal Chart 3 A: For principal grades 4-6 of ELA and Math where 50-100% of students are not covered by a State provided growth measure		
STATE ASSESSMENT SCORE – GROWTH /COMPARABLE MEASURE (0-20 points or 0-25 points) Local AIMSWEB Assessments		
Average of teachers' calculated Measure using AIMSEB assessments for 20 or 25 points		
(See teacher Chart 3A for reference)	Principal Chart 3A:	

Principal Chart 3 B: For principal of teachers of other subjects NOT covered by a State provided growth measure & using GROUP results based on State assessments in ELA & Math		
GROWTH /COMPARABLE MEASURE Using STATE ASSESSMENTS (0-20 points or 0-25 points)		
Average of Growth scores assigned by the State to Common Branch teachers in Grades 4 - 6		
(See teacher Chart 3B for reference)	Principal Chart 3B Score:	

Principal Chart 3C: For principal of Grade 3 teacher(s) of ELA & Math		
GROWTH /COMPARABLE MEASURE Using STATE ASSESSMENTS Reading and Math (0-20 or 25points)		
Average of teachers' calculated Measure using AIMSEB assessments for 20 or 25 points		
	Principal Chart 3B Score:	
(See teacher Chart 3C for reference)		

Principal Chart 3D:		
STATE ASSESSMENT SCORE – GROWTH /COMPARABLE MEASURE (0-20 points or 0- 25 points)		
Weighted average of Chart 3A + Chart 3B + Chart 3C		

Part C: Local Measure of Growth/Achievement (20 or 15 points)

Principal Chart 4 A:	
LOCAL ASSESSMENT SCORE – GROWTH/ACHIEVEMENT MEASURE (0-20 points or 0-15 points) NWEA ASSESSMENTS	
Average of teachers' calculated Measure using AIMSEB assessments for 20 or 15 points	
(See teacher Chart 4A for reference)	

**AMAGANSETT UNION FREE SCHOOL DISTRICT
ANNUAL PROFESSIONAL PERFORMANCE REVIEW PRINCIPAL EVALUATION
40% Evaluation Points**

PRINCIPAL:	
SCHOOL YEAR:	
EVALUATOR:	

Principal Part A: SEE MPPR Evaluation Form for 60% Evaluation Points

Principal Chart 2 A: - Distribution of Points					
For 2012-13 for principals for whom there is no approved Value-Added measure of student growth the scoring ranges 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	55-60		91-100
Effective	9-17	9-17	44-54.5		75-90
Developing	3-8	3-8	33-43		65-74
Ineffective	0-2	0-2	0 - 32		0-64

Chart 2 B: Distribution of Points					
For 2012-13 for educators for whom there is an approved Value-Added measure of student growth the scoring ranges will be:					
2012-13 where there is 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	22-25	14-15	55-60		91-100
Effective	10- 21	8-13	44-54.5		75-90
Developing	3-9	3-7	33-43		65-74
Ineffective	0-2	0-2	0 - 32		0-64

Chart 2C:	Descriptions of HEDI categories
Highly Effective	Results are well-above state average and/or district standards; Success is teacher-directed; Key attributes are: seamless, subtle, skillful, preventative and always.
Effective	Results meet state average and/or district standards; Success is principal-directed; Key attributes are: consistent, frequent, successful, appropriate, clear, positive and most.
Developing	Results are below state average and/or district standards; Success is partial; Key attributes are: generally, inconsistently, moderate, attempted, minimal and sometimes.
Ineffective	Results are well-below state average and/or district standards; key attributes are: unsafe, lack of, unaware, harmful, unclear, poor, unsuitable and none or seldom.

Part C: Growth Measure: State or Local Growth Measure (20 or 25 points)

Chart 3 A: For teachers of ELA and Math where 50-100% of students are not covered by a State provided growth measure

STATE ASSESSMENT SCORE – GROWTH /COMPARABLE MEASURE (0-20 points) Local AIMSWEB Assessments				
	Highly Effective % growth = points	Effective % growth = points	Developing % growth = points	Ineffective % growth = points
	95 – 99% = 20 points 91- 94% = 19 points 83 – 90% = 18 points	81 – 82% = 17 points 78 - 80%= 16 points 76 – 77 % = 15 points 70 – 75 % = 14 points 66 – 69% = 13 points 61 – 65% = 12 points 58 - 60% = 11 points 56 - 57% = 10 points 51- 55% = 9 points	46 – 50% = 8 points 41 – 45 % = 7 points 40% = 6 points 36 – 39% = 5 points 30 – 35% = 4 points 20 – 29% = 3 points	14- 19% = 2 points 7 – 13 % = 1 point 1 - 6% = 0 points
To Equate to 25 points: Multiply each point by 1.25				
			Total Chart 3A:	

Chart 3 B: For teachers of other subjects NOT covered by a State provided growth measure & using GROUP results based on State assessments in ELA & Math

**GROWTH /COMPARABLE MEASURE Using STATE ASSESSMENTS
(0-20 points or 0-25 points)**

Average of Growth scores assigned by the State to Common Branch teachers in Grades 4 - 6		Score:
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Chart 3 C: For Grade 3 teacher(s) of ELA & Math

**GROWTH /COMPARABLE MEASURE Using STATE ASSESSMENTS
Reading and Math
(0-20 or 25points)**

Growth FROM Fall NWEA Baseline TO Actual Spring (Grade 3) State Assessments	Actual State Assessments					Total:
		(Ineffective) Level 1 Low/Middle/High	(Developing) Level 2 Low/Middle/High	(Effective) Level 3 Low/Middle/High	(Highly Effective) Level 4 Low/Middle/High	
Baseline – RIT score on Fall NWEA						
Ineffective 173	0-	0-5	6-8	9-10	10	
Developing 189	174-	0-5	6-7	8-9	9-10	
Effective 203	190-	0-4	5-7	8-9	9-10	
Highly Effective 204 ++	204 ++	0	2-5	6-8	9-10	
Reading Score: Possible: 10 points					R:	
Math Score: Possible: 10 points					M:	

**Note: Use weighted mean scores on State tests for growth measure
To Equate to 25 points: Multiply each point by 1.25**

Chart 3D:

STATE ASSESSMENT SCORE – GROWTH /COMPARABLE MEASURE
(0-20 points or 0- 25 points)

NYSED Issued Score: OR Locally Determined Growth Score:
 Chart 3A: OR Chart 3B: OR Chart 3C:

Part D: Local Measure of Growth/Achievement (20 or 15 points)

Chart 4 A:						
LOCAL ASSESSMENT SCORE – GROWTH/ACHIEVEMENT MEASURE						
(0-20 points or 0-15 points)						
NWEA ASSESSMENTS						
Point Allocation per category (20 total/15 total)	Points above/below National Mean (Achievement)	Points Earned Reading	Points Earned Math	% Meeting Target Growth (Growth)	Points Earned Reading	Points Earned Math
5/ 3.75	15			84%		
4.75/ 3.6	12			80%		
4.5/ 3.4	10			75%		
4.25/ 3.2	8			70%		
4/ 3	6			68%		
3.75/ 2.8	4			65%		
3.5/ 2.6	3			62%		
3.25/ 2.4	2			60%		
3/ 2.25	1			55%		
2.75/ 2	0			50%		
2.5/ 1.9	-.1			49%		
2.25/ 1.7	-.25			48%		
2/ 1.5	-.5			47%		
1.75/ 1.4	-1			46%		
1.5/ 1.2	-1.25			45%		
1.25/ 1	-1.5			44%		
1/ .75	-2			43%		
.75/ .6	-2.5			42%		
.5/ .4	-2.75			41%		
.25/ .3	-3			40%		
0/ 0	-3.5			39%		
Subtotals						
Grand Total:						

Chart 4 B						
LOCAL ASSESSMENT SCORE – GROWTH/ACHIEVEMENT MEASURE						
(0-20 points or 15 points)						

**AMAGANSETT UNION FREE SCHOOL DISTRICT
ANNUAL PROFESSIONAL PERFORMANCE REVIEW PRINCIPAL EVALUATION
40% Evaluation Points**

PRINCIPAL:	
SCHOOL YEAR:	
EVALUATOR:	

Principal Part A: SEE MPPR Evaluation Form for 60% Evaluation Points

Principal Chart 2 A: - Distribution of Points					
For 2012-13 for principals for whom there is no approved Value-Added measure of student growth the scoring ranges 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	55-60		91-100
Effective	9-17	9-17	44-54.5		75-90
Developing	3-8	3-8	33-43		65-74
Ineffective	0-2	0-2	0 - 32		0-64

Chart 2 B: Distribution of Points					
For 2012-13 for educators for whom there is an approved Value-Added measure of student growth the scoring ranges will be:					
2012-13 where there is 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	22-25	14-15	55-60		91-100
Effective	10- 21	8-13	44-54.5		75-90
Developing	3-9	3-7	33-43		65-74
Ineffective	0-2	0-2	0 - 32		0-64

Chart 2C:	Descriptions of HEDI categories
Highly Effective	Results are well-above state average and/or district standards; Success is teacher-directed; Key attributes are: seamless, subtle, skillful, preventative and always.
Effective	Results meet state average and/or district standards; Success is principal-directed; Key attributes are: consistent, frequent, successful, appropriate, clear, positive and most.
Developing	Results are below state average and/or district standards; Success is partial; Key attributes are: generally, inconsistently, moderate, attempted, minimal and sometimes.
Ineffective	Results are well-below state average and/or district standards; key attributes are: unsafe, lack of, unaware, harmful, unclear, poor, unsuitable and none or seldom.

Principal Part B: Growth Measure: State or Local Growth Measure (20 or 25 points)

Chart 3 A: For principals of teachers of ELA and Math where 50-100% of students are NOT covered by a State provided growth measure

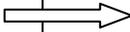
STATE ASSESSMENT SCORE – GROWTH /COMPARABLE MEASURE (0-20 points)				
Local AIMSWEB Assessments**				
	Highly Effective % growth = points	Effective % growth = points	Developing % growth = points	Ineffective % growth = points
	95 – 99% = 20 points 91- 94% = 19 points 83 – 90% = 18 points	81 – 82% = 17 points 78 - 80%= 16 points 76 – 77 % = 15 points 70 – 75 % = 14 points 66 – 69% = 13 points 61 – 65% = 12 points 58 - 60% = 11 points 56 - 57% = 10 points 51- 55% = 9 points	46 – 50% = 8 points 41 – 45 % = 7 points 40% = 6 points 36 – 39% = 5 points 30 – 35% = 4 points 20 – 29% = 3 points	14- 19% = 2 points 7 – 13 % = 1 point 1 - 6% = 0 points
				Total Chart 3A:
<p>**Aimsweb (Pearson) will subtract individual student fall raw score in ELA and/or Math from spring raw score; divide by 36 weeks; convert score to growth %ile rank (rate of improvement); sum all individual point values; divide by # of students; convert score to 0-20 points using their crosswalk table.</p>				

Principal Chart 3 B: For principal of teachers of other subjects NOT covered by a State provided growth measure & using GROUP results based on State assessments in ELA & Math

GROWTH /COMPARABLE MEASURE Using STATE ASSESSMENTS (0-20 points or 0-25 points)		
Average of Growth scores assigned by the State to Common Branch teachers in Grades 4 - 6		
	Principal Chart 3B Score:	

Chart 3 C: For Principal of Grade 3 teacher(s) of ELA & Math

**GROWTH /COMPARABLE MEASURE Using STATE ASSESSMENTS
Reading and Math
(0-20 points)**

Growth FROM Fall NWEA Baseline TO Actual Spring (Grade 3) State Assessments	Actual State Assessments 				
	(Ineffective) Level 1 Low/Middle/High	(Developing) Level 2 Low/Middle/High	(Effective) Level 3 Low/Middle/High	(Highly Effective) Level 4 Low/Middle/High	
Baseline – RIT score on Fall NWEA 					
Ineffective 173	0-5	6-8	9-10	10	
Developing 174-189	0-5	6-7	8-9	9-10	
Effective 190-203	0-4	5-7	8-9	9-10	
Highly Effective 204-++	0	2-5	6-8	9-10	
Reading Score: Possible: 10 points				R:	Total:
Math Score: Possible: 10 points				M:	

Note: Use weighted mean scores on State tests for growth measure.

Formula to assign points: Obtain range of scores on state tests for each level. Divide by the number of possible points in each cell. Proportionally assign points within the range, using standard rounding rules if necessary.

Example: With a baseline NWEA Ineffective score and a Level 2 State test score cell: given a range from low to high of 636 to 675 points on State test and 6 -8 possible earned points, subtract 675 -636 and divide by 3 to obtain a possible 13 point range. Therefore, we would assign 6 points for obtained state scores of 636 -648, 7 points for obtained state scores of 649-661, and 8 points for obtained scores of 662-675.

Principal Chart 3D:

STATE ASSESSMENT SCORE – GROWTH /COMPARABLE MEASURE

(0-20 points or 0- 25 points)

Weighted average of Chart 3A + Chart 3B + Chart 3C or State assigned Score

Part C: Local Measure of Growth/Achievement (20 or 15 points)

Chart 4 A:

**LOCAL ASSESSMENT SCORE – GROWTH/ACHIEVEMENT MEASURE
(0-20 points or 0-15 points)
NWEA ASSESSMENTS**

Point Allocation per category (20 total/15 total)	Points above/below National Mean (Achievement)	Points Earned Reading	Points Earned Math	% Meeting Target Growth (Growth)	Points Earned Reading	Points Earned Math
5/ 3.75	15			84%		
4.75/ 3.6	12			80%		
4.5/ 3.4	10			75%		
4.25/ 3.2	8			70%		
4/ 3	6			68%		
3.75/ 2.8	4			65%		
3.5/ 2.6	3			62%		
3.25/ 2.4	2			60%		
3/ 2.25	1			55%		
2.75/ 2	0			50%		
2.5/ 1.9	-.1			49%		
2.25/ 1.7	-.25			48%		
2/ 1.5	-0.5			47%		
1.75/ 1.4	-1			46%		
1.5/ 1.2	-1.25			45%		
1.25/ 1	-1.5			44%		
1/ .75	-2			43%		
.75/ .6	-2.5			42%		
.5/ .4	-2.75			41%		
.25/ .3	-3			40%		
0/ 0	-3.5			39%		
Subtotals						
Grand Total:						

For overall HEDI score, standard rounding rules apply. Calculations apply to scores of all students in Grades K-6. The scores for each grade will be added and then divided by the number of grades (7) for a final score.

Example to calculate Total Score: For Reading: Given a score 6 points above National Mean = allocation of 4 points; 80% meeting target growth = allocation of 4.75 points for a total Reading score of 8.75.

For Math: Given score of 12 points above the National Mean = allocation of 4.75 points and a percentage meeting target growth of 80% = allocation of 4.75 points for a total of 9.5 points in math. The total of 18.25 points rounds to 18 which is an equivalent HEDI rating of Highly Effective.

AMAGANSETT SCHOOL

Principal: _____

Date: _____

MPPR-Multidimensional Professional Performance Review (60 Points)

DOMAIN 1 – SHARED VISION OF LEARNING				
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.				
XX out of SIX points	HE	E	D	I
A. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – vision and mission				
B. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – school improvement				
Evidence:				

DOMAIN 2 –SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM				
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				
XX out of FIFTEEN points	HE	E	D	I
A. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – communication, collaboration, learning environment				
B. Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning) – curricular program, meaning for students, approaches to supervise instruction & actions towards instructional time				
C. Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice) – instructional and leadership capacity, approaches to technologies				
D. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – assessment, accountability and student achievement				
E. Strategic Planning Process (the implementation and stewardship of goals, decisions and actions) – monitoring/inquiry/ instructional program				
Evidence:				

DOMAIN 3 – SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT				
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.				
XX out of TWELVE points	HE	E	D	I
A. Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice) – use of human, fiscal and technological resources, leadership				
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – school safety				
C. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – management & operational systems				
D. Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning) – time allocation				

Evidence:

DOMAIN 4 - COMMUNITY								
An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.								
XX out of NINE points				HE	E	D	I	
A.	Strategic Planning Process: (gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success) – Inquiry, educational environment							
B.	Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – community engagement							
C.	Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – family and caregiver involvement							

Evidence:

DOMAIN 5 – INTEGRITY, FAIRNESS, ETHICS								
An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.								
XX out of SIX points				HE	E	D	I	
A.	Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – accountability academic & social, decision making, handling of mandates							
B.	Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – self awareness, reflective practice, transparency and ethical behaviors, democracy, equity, diversity, individual needs of students							

Evidence:

DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT								
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.								
XX out of THREE points				HE	E	D	I	
A.	Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – decisions affecting student learning from outside the school, emerging trends or initiatives							
B.	Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – advocates							

Evidence:

DOMAIN 7 – GOAL SETTING AND ATTAINMENT				
XX out of NINE points	HE	E	D	I
A. Uncovering Goals – Align, Define				
B. Strategic Planning – Prioritize, Strategize				
C. Taking Action – Mobilize, Monitor, Refine				
D. Evaluating Attainment – Document Insights, Accomplishments, New questions, Implications for Moving Forward, Next Steps				
Evidence:				

One or more ambitious and measurable goals:

Goal 1: Administrator’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 teacher’s granted versus denied tenure or
- Improvements in proficiency rating of the administrator on specific teacher effectiveness standards in the practice rubric

Goal 1: _____

Goal 2: shall address quantifiable and verifiable improvements in academic results or the school’s learning environment (e.g. student or teacher attendance...)

Goal 2: _____

Growth Factor or SLO (25 OR 20)	Local Measure (20 OR 15)	MPPR Score (60)	Overall Composite Score	Overall Heidi Rating

	<u>MPPR</u>	<u>Overall</u>
Highly Effective	55-60	91-100
Effective	44-54.5	75-90
Developing	33-43	65-74
Ineffective	0-32	0-64

I have reviewed this document: _____ Date: _____

Evaluation conducted by _____

MPPR - Point Distribution for Each Domain

D1 6pts	HE	E	D	I
A	3	2.75	2.5	0
B	3	2.75	2.5	0
D2 15pts				
A	3	2.75	2.5	0
B	3	2.75	2.5	0
C	3	2.75	2.5	0
D	3	2.75	2.5	0
E	3	2.75	2.5	0
D3 12pts				
A	3	2.75	2.5	0
B	3	2.75	2.5	0
C	3	2.75	2.5	0
D	3	2.75	2.5	0
D4 9pts				
A	3	2.75	2.5	0
B	3	2.75	2.5	0
C	3	2.75	2.5	0
D5 6pts				
A	3	2.75	2.5	0
B	3	2.75	2.5	0
D6 3pts				
A	1.5	1.25	1	0
B	1.5	1.25	1	0
D7 9pts				
A	2.25	2	1.5	0
B	2.25	2	1.5	0
C	2.25	2	1.5	0
D	2.25	2	1.5	0

Amagansett UFSD Principal Improvement Plan

The **Principal Improvement Plan (PIP)** is a structured plan designed to identify specific concerns in leadership, performance and/or other professional responsibilities and outlines a specific plan of action to address these concerns. The PIP provides assistance and feedback to the principal and establishes a timeline for assessing the effectiveness of the PIP.

A PIP will be initiated whenever a principal receives a rating of Developing or Ineffective in a year-end evaluation. Both the principal and the administrator meet for an Evaluation Conference at the end of the school year, where the “ineffective” or “developing” evaluation is discussed. A PIP is designed in collaboration with the principal and administrator, over the course of the summer. The principal must make appropriate time commitments to accomplish the task.

The principal will be offered the opportunity for a mentor selected by the Superintendent. The PIP must be in place no later than September 10 of the following school year. An initial conference is held at the beginning of the school year where the PIP is discussed, signed and dated at the beginning of the implementation. The principal and the administrator will sign the PIP at the end of the school year.

The PIP will consist of the following components:

1. **SPECIFIC AREAS/OBJECTIVES FOR IMPROVEMENT:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period of the Plan.

2. **EXPECTED OUTCOMES OF THE PIP:** Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, achievable activities for the principal.

3. **RESOURCES AND INTERVENTION STRATEGIES:** Identify specific resources available to assist the principal to improve performance.

4. **RESPONSIBILITIES:** Identify steps to be taken by the superintendent and the principal throughout the Plan, including District plan to assist principal to improve performance, including activities and timeline.

5. **PLAN FOR SELF-IMPROVEMENT:** Identify specific plan for reflection and self-improvement, including objectives, activities and timeline.

6. **EVIDENCE OF ACHIEVEMENT:** Identify criteria for measurement and assessment of progress. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.

7. **TIMELINE:** Provide timeline for implementation of the components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the Plan.

PIP Administrator/Superintendent

Date

Principal

Date

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Eleanor Tritt *August 27, 2012*

Teachers Union President Signature: Date:

[Signature] *August 27, 2012*

Administrative Union President Signature: Date:

not applicable - no union for Administration

Board of Education President Signature: Date:

[Signature] *August 27, 2012*