



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

September 18, 2012

Peter Dion, Superintendent
Bay Shore UFSD
75 W. Perkal Street
Bay Shore, NY 11706

Dear Superintendent Dion:

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 Tuesday, August 21, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 580501030000

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

580501030000

1.2) School District Name: BAY SHORE UFSD

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

BAY SHORE 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.

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Wednesday, May 02, 2012

Updated Friday, September 14, 2012

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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	NWEA-Measures of Academic Progress for Primary Grades
1	State-approved 3rd party assessment	NWEA-Measures of Academic Progress for Primary Grades
2	State-approved 3rd party assessment	NWEA-Measures of Academic Progress for Primary Grades

	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	SLO's for K-3 teachers will utilize a State-approved 3rd party or Bay Shore- developed pre-assessment and post-assessment
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(either state-mandated or State-approved 3rd party, as per regulations) to measure growth. The same assessments will be used across all classrooms in the same grade level. Grades K-2 teachers will be assigned points based on the Conditional Growth Index on the MAP Primary for ELA pre- and post assessments. Grade 3 teachers will be assigned points based on the percentage of students meeting targeted growth rates in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scales in 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Evidence indicates exceptional student learning gain across SLO's, including special populations. Expectations described in SLO's are well above District expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Evidence indicated significant student learning gain across SLO's, including special populations. Expectations described in the SLO's meet District expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Expectations described in SLO's are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Evidence indicates little or no student learning gain across SLO's. Expectations described in the SLO's are not met. Results are well below expectations.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	NWEA-Measures of Academic Progress for Primary Grades Math
1	State-approved 3rd party assessment	NWEA-Measures of Academic Progress for Primary Grades Math
2	State-approved 3rd party assessment	NWEA-Measures of Academic Progress for Primary Grades Math
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLO's for K-3 teachers will utilize a State-approved 3rd party or Bay Shore- developed pre-assessment and post-assessment (either state-mandated or State-approved 3rd party, as per regulations) to measure growth. The same assessments will be used across all classrooms in the same grade level. Grades K-2 teachers will be assigned points based on the Conditional Growth Index on the MAP Primary for Math pre- and post assessments. Grade 3 teachers will be assigned points based on the percentage of students meeting targeted growth rates in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scales in 2.11
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Evidence indicates exceptional student learning gain across SLO's, including special populations. Expectations described in SLO's are well above District expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Evidence indicated significant student learning gain across SLO's, including special populations. Expectations described in the SLO's meet District expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Expectations described in SLO's are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Evidence indicates little or no student learning gain across SLO's. Expectations described in the SLO's are not met. Results are well below expectations.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Bay Shore-developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Bay Shore-developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLO's for teachers will utilize baseline data and a Bay Shore-developed or state assessment to measure student growth. The same assessments will be used across all classrooms in the same grade level. Teachers will be assigned points based on the percentage of students meeting targeted growth rates in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Evidence indicates exceptional student learning gain across SLO's, including special populations. Expectations described in SLO's are well above District or state expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Evidence indicated significant student learning gain across SLO's, including special populations. Expectations described in the SLO's meet District or state expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Expectations described in SLO's are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District or state expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Evidence indicates little or no student learning gain across SLO's. Expectations described in the SLO's are not met. Results are well below expectations.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Bay Shore-developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Bay Shore-developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Bay Shore-developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLO's for teachers will utilize baseline data and a Bay Shore-developed assessment to measure student growth. The same assessments will be used across all classrooms in the same grade level. Teachers will be assigned points based on the percentage of students meeting targeted growth rates in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gain across SLO's, including special populations. Expectations described in SLO's are well above District expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicated significant student learning gain across SLO's, including special populations. Expectations described in the SLO's meet District expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Expectations described in SLO's are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little or no student learning gain across SLO's. Expectations described in the SLO's are not met. Results are well below expectations.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Bay Shore-developed Global 1 Assessment

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	SLO's for teachers will utilize baseline data and a Bay Shore-developed or Regents assessment to measure student growth. Teachers will be assigned points based on the percentage of students meeting targeted growth rates in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gain across SLO's, including special populations. Expectations described in SLO's are well above District expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicated significant student learning gain across SLO's, including special populations. Expectations described in the SLO's meet District expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Expectations described in SLO's are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little or no student learning gain across SLO's. Expectations described in the SLO's are not met. Results are well below expectations.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLO's for teachers will utilize baseline data and a Regents assessment to measure student growth. Teachers will be assigned points based on the percentage of students meeting targeted growth rates in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gain across SLO's, including special populations. Expectations described in SLO's are well above District expectations.

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

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLO's for teachers will utilize baseline data and a Regents assessment to measure student growth. Teachers will be assigned points based on the percentage of students meeting targeted growth rates in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gain across SLO's, including special populations. Expectations described in SLO's are well above District expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicated significant student learning gain across SLO's, including special populations. Expectations described in the SLO's meet District expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Expectations described in SLO's are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little or no student learning gain across SLO's. Expectations described in the SLO's are not met. Results are well below expectations.

2.9) High School English Language Arts

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

the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Bay Shore-developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Bay Shore-developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	ELA Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLO's for teachers will utilize baseline data and a Bay Shore-developed or Regents assessment to measure student growth. Teachers will be assigned points based on the percentage of students meeting targeted growth rates in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gain across SLO's, including special populations. Expectations described in SLO's are well above District expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicated significant student learning gain across SLO's, including special populations. Expectations described in the SLO's meet District expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Expectations described in SLO's are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little or no student learning gain across SLO's. Expectations described in the SLO's are not met. Results are well below expectations.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other HS math courses	District, Regional or BOCES-developed	Bay Shore-developed Course Appropriate Math Assessment
All other HS ELA courses	District, Regional or BOCES-developed	Bay Shore-developed Course Appropriate ELA Assessment
All other HS Science courses	District, Regional or BOCES-developed	Bay Shore-developed Course Appropriate Science Assessment
All other HS Social Studies courses	District, Regional or BOCES-developed	Bay Shore-developed Course Appropriate Social Studies Assessment
All Technology courses	District, Regional or BOCES-developed	Bay Shore-developed Course Appropriate Technology Assessment

All HS Business courses	District, Regional or BOCES-developed	Bay Shore-developed Course Appropriate Business Assessment
All Art courses	District, Regional or BOCES-developed	Bay Shore-developed Course Appropriate Art Assessment
All PE and Health courses	District, Regional or BOCES-developed	Bay Shore-developed Course Appropriate PE/Health Assessment
All Music courses	District, Regional or BOCES-developed	Bay Shore-developed Course Appropriate Music Assessment
All World Language courses	District, Regional or BOCES-developed	Bay Shore-developed Course Appropriate World Language Assessment
All ESL courses	State Assessment	NYSESLAT
All Family and Consumer Science courses	District, Regional or BOCES-developed	Bay Shore-developed Course Appropriate Family and Consumer Science Assessment
All Special Education courses	District, Regional or BOCES-developed	Bay Shore-developed Course Appropriate Special Education Assessment
Reading courses	State-approved 3rd party assessment	NWEA -Measures of Academic Progress ELA

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLO's for teachers will utilize baseline data and a Bay Shore-developed, state or approved 3rd party assessment to measure student growth. The same assessments will be used across all classrooms in the same grade level or course. Teachers will be assigned points based on the percentage of students meeting targeted growth rates in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gain across SLO's, including special populations. Expectations described in SLO's are well above District expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicated significant student learning gain across SLO's, including special populations. Expectations described in the SLO's meet District expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Expectations described in SLO's are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little or no student learning gain across SLO's. Expectations described in the SLO's are not met. Results are well below expectations.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/123856-TXEttx9bQW/20 pt growth target.docx

2.12) Locally Developed Controls

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

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

Evaluators and teachers will set targets for Comparable Growth Measures that may consider adjustments for students with disabilities and English language learners. Factors in setting targets will include pre-assessment data, district and state historical data.

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)

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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	NWEA-Measures of Academic Progress ELA
5	4) State-approved 3rd party assessments	NWEA-Measures of Academic Progress ELA
6	4) State-approved 3rd party assessments	NWEA-Measures of Academic Progress ELA
7	4) State-approved 3rd party assessments	NWEA-Measures of Academic Progress ELA
8	4) State-approved 3rd party assessments	NWEA-Measures of Academic Progress ELA

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.	Grades 4-8 teachers will utilize the MAP ELA assessment to measure student achievement. Grades 4-5 teachers are common branch and will have a local assessment that combines ELA and math scores as described in 3.15. Grades 6-8 teachers are departmentalized and will have one local assessment score for the subject they teach (ELA or math). The same assessments will be used across all classrooms in the same grade level. Teachers will be assigned points based on the percentage of students meeting a targeted achievement rate in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 3.13
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement, including special populations. Expectations described for targeted achievement are well above District expectations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement including special populations. Expectations described for targeted achievement meet District expectations.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Expectations described for targeted achievement are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no student achievement. Expectations for targeted achievement described are not met. Results are well below expectations.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	NWEA-Measures of Academic Progress Math
5	4) State-approved 3rd party assessments	NWEA-Measures of Academic Progress Math
6	4) State-approved 3rd party assessments	NWEA-Measures of Academic Progress Math
7	4) State-approved 3rd party assessments	NWEA-Measures of Academic Progress Math
8	4) State-approved 3rd party assessments	NWEA-Measures of Academic Progress Math

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.	Grades 4-8 teachers will utilize the MAP Math assessment to measure student achievement. Grades 4-5 teachers are common branch and will have a local assessment that combines ELA and math scores as described in 3.15. Grades 6-8 teachers are departmentalized and will have one local assessment score for the subject they teach (ELA or math). The same assessments will be used across all classrooms in the same grade level. Teachers will be assigned points based on the percentage of students meeting a targeted achievement rate in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 3.13
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement, including special populations. Expectations described for targeted achievement are well above District expectations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement including special populations. Expectations described for targeted achievement meet District expectations.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Expectations described for targeted achievement are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no student achievement. Expectations for targeted achievement described are not met. Results are well below expectations.

3.3) HEDI Tables or Graphics

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

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the 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	NWEA-Measures of Academic Progress ELA for Primary Grades
1	4) State-approved 3rd party assessments	NWEA-Measures of Academic Progress ELA for Primary Grades
2	4) State-approved 3rd party assessments	NWEA-Measures of Academic Progress ELA for Primary Grades
3	4) State-approved 3rd party assessments	NWEA-Measures of Academic Progress ELA

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.	K-3 teachers will utilize the appropriate MAP ELA to measure student achievement. The same assessments will be used across all classrooms in the same grade level. Teachers will be assigned points based on the percentage of students meeting a targeted achievement rate in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement, including special populations. Expectations described for targeted achievement are well above District expectations.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement including special populations. Expectations described for targeted achievement meet District expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Expectations described for targeted achievement are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no student achievement. Expectations for targeted achievement described are not met. Results are well below expectations.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	NWEA-Measures of Academic Progress Math for Primary Grades
1	4) State-approved 3rd party assessments	NWEA-Measures of Academic Progress Math for Primary Grades
2	4) State-approved 3rd party assessments	NWEA-Measures of Academic Progress Math for Primary Grades
3	3) Teacher specific achievement or growth score computed locally	NWEA-Measures of Academic Progress Math

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.	K-3 teachers will utilize the appropriate MAP Math assessment to measure student achievement. The same assessments will be used across all classrooms in the same grade level. Teachers will be assigned points based on the percentage of students meeting a targeted achievement rate in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement, including special populations. Expectations described for targeted achievement are well above District expectations.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement including special populations. Expectations described for targeted achievement meet District expectations.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Expectations described for targeted achievement are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no student achievement. Expectations for targeted achievement described are not met. Results are well below expectations.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Bay Shore–developed 6th grade Science Assessment
7	5) District, regional, or BOCES–developed assessments	Bay Shore–developed 7th grade Science Assessment
8	3) Teacher specific achievement or growth score computed locally	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will utilize a Bay Shore- developed or state assessment to measure student achievement. The same assessments will be used across all classrooms in the same grade level. Teachers will be assigned points based on the percentage of students meeting targeted achievement rates in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement, including special populations. Expectations described for targeted achievement are well above District expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement including special populations. Expectations described for targeted achievement meet District expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	Expectations described for targeted achievement are nearly met. The educator may have demonstrated an impact on student

grade/subject. Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	learning, but overall results are below District expectations. Evidence indicates little or no student achievement. Expectations for targeted achievement described are not met. Results are well below expectations.
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3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Bay Shore-developed 6th grade Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Bay Shore-developed 7th grade Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Bay Shore-developed 8th grade Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will utilize a Bay Shore- developed assessment to measure student achievement. The same assessments will be used across all classrooms in the same grade level. Teachers will be assigned points based on the percentage of students meeting targeted achievement rates in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement, including special populations. Expectations described for targeted achievement are well above District expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement including special populations. Expectations described for targeted achievement meet District expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Expectations described for targeted achievement are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no student achievement. Expectations for targeted achievement described are not met. Results are well below expectations.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Bay Shore-developed Global 1 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	Global Studies Regents
American History	3) Teacher specific achievement or growth score computed locally	United States History Regents

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.	Teachers will utilize a Bay Shore-developed assessment or the Regents exam to measure student achievement. The same assessments will be used across all classrooms in the same course. Teachers will be assigned points based on the percentage of students meeting targeted achievement rates in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement, including special populations. Expectations described for targeted achievement are well above District expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement including special populations. Expectations described for targeted achievement meet District expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Expectations described for targeted achievement are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no student achievement. Expectations for targeted achievement described are not met. Results are well below expectations.

3.9) High School Science

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

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

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

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.	Teachers will utilize Regents exams to measure student achievement. Teachers will be assigned points based on the percentage of students meeting targeted achievement rates in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement, including special populations. Expectations described for targeted achievement are well above District expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Expectations described for targeted achievement are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement including special populations. Expectations described for targeted achievement meet District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no student achievement. Expectations for targeted achievement described are not met. Results are well below expectations.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	Regents Exam Integrated Algebra
Geometry	3) Teacher specific achievement or growth score computed locally	Regents Exam Geometry
Algebra 2	3) Teacher specific achievement or growth score computed locally	Regents Exam Algebra2/Trigonometry

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.	Teachers will utilize Regents exams to measure student achievement. Teachers will be assigned points based on the percentage of students meeting targeted achievement rates in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement, including special populations. Expectations described for targeted achievement are well above District expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement including special populations. Expectations described for targeted achievement meet District expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Expectations described for targeted achievement are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no student achievement. Expectations for targeted achievement described are not met. Results are well below expectations.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Bay Shore-developed 9th grade ELA assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Bay Shore-developed 10th grade ELA assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	ELA Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will utilize a Bay Shore- developed assessment or Regents exam to measure student achievement. The same assessments will be used across all classrooms in the same course. Teachers will be assigned points based on the percentage of students meeting targeted achievement rates in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement, including special populations. Expectations described for targeted achievement are well above District expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement including special populations. Expectations described for targeted achievement meet District expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Expectations described for targeted achievement are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no student achievement. Expectations for targeted achievement described are not met. Results are well below expectations.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other HS Math Courses	5) District/regional/BOCES-developed	Bay Shore-developed Course Appropriate Math Assessment
All other HS ELA Courses	5) District/regional/BOCES-developed	Bay Shore-developed Course Appropriate ELA Assessment
All HS Science Courses	5) District/regional/BOCES-developed	Bay Shore-developed Course Appropriate Science Assessment
All other HS Social Studies Courses	5) District/regional/BOCES-developed	Bay Shore-developed Course Appropriate Social Studies Assessment
All World Language Courses	5) District/regional/BOCES-developed	Bay Shore-developed Course Appropriate Language Assessment
All Business Courses	5) District/regional/BOCES-developed	Bay Shore-developed Course Appropriate Business Assessment
All Technology Courses	5) District/regional/BOCES-developed	Bay Shore -developed Course Appropriate Technology Assessment
All Art Courses	5) District/regional/BOCES-developed	Bay Shore-developed Course Appropriate Art Assessment
All PE and Health Courses	5) District/regional/BOCES-developed	Bay Shore-developed Course Appropriate PE/Health Assessment
All Music Courses	5) District/regional/BOCES-developed	Bay Shore-developed Course Appropriate Music Assessment
All Family and Consumer Science Courses	5) District/regional/BOCES-developed	Bay Shore-developed Course Appropriate Family and Consumer Science Assessment
ESL k-8 Courses	4) State-approved 3rd party	Grade Appropriate NWEA-Measures of Academic Progress ELA

Reading Courses	4) State-approved 3rd party	Grade Appropriate NWEA-Measures of Academic Progress ELA
All other Special Education Courses	5) District/regional/BOCES–develop	Bay Shore-developed Course Appropriate Special Education Assessment
ESL 9-12 Courses	5) District/regional/BOCES–develop	Bay Shore-developed Course Appropriate ESL Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will utilize Bay Shore-developed, state, or state-approved 3rd party assessments to measure student achievement. The same assessments will be used across all classrooms in the same grade level/course. Teachers will be assigned points based on the percentage of students meeting targeted achievement rates in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement, including special populations. Expectations described for targeted achievement are well above District expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student achievement including special populations. Expectations described for targeted achievement meet District expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Expectations described for targeted achievement are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no student achievement. Expectations for targeted achievement described are not met. Results are well below expectations.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/123857-y92vNseFa4/20pt achievement target.docx

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.

Evaluators and teachers will set targets for achievement measures that may consider adjustments for students with disabilities and English language learners. Factors in setting targets will include pre-assessment data, and district and state historical Regents data.

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.

Each achievement score/SLO will be assessed separately and the number of points assigned. Each score will then be weighted based upon the number of student scores in each SLO or locally selected measure. The points for each SLO/locally selected measure will then be multiplied by the percentage of students and then the points will be totaled.

ex. Grade 4 ELA and Math Based on 15 points

22 ELA Scores 10 of 15 points

24 Math Scores 12 of 15 points

Total student scores = 46

ELA 22 of 46 = 48% Therefore, 10 points x .48 = 5 pts

Math 24 of 46 = 52% Therefore, 12 points x .52 = 6 pts

Overall Score = 5 ELA + 6 math = 11

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 Friday, September 14, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
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	(No response)

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)

assets/survey-uploads/5091/123858-2UoxI2HPmn/Teachers APPR Process - final_1.docx

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

*The 60 points of a teacher's CES shall be apportioned as follows:
 In accordance with Section 3012-c of the Education Law, a majority of the 60 points must be based on multiple classroom observations by the principal or other trained evaluator, at least one of which must be unannounced. In Bay Shore, 60 points of this third component of a teacher's CES shall be apportioned in close accord with Danielson's 4 domains, which align with the New York State teaching standards. These domains correlate with teaching and related performance most directly observable in the classrooms. In Bay Shore, 40 of the 60 points will be assigned to the formal observation. Thus:
 Domain 1 is worth 5 points;
 Domain 2 is worth 15 points;
 Domain 3 is worth 15 points;*

Domain 4 is worth 5 points

The remaining 20 points will be assigned to the unannounced observation. Thus:

Domain 2 is worth 10 points;

Domain 3 is worth 10 points;

The actual number of points ascribed to each teacher, in each of the above standards, shall be determined by the teacher's evaluator, who will make judgments regarding such number of points based upon the evaluator's interpretation of teaching performance based on multiple observations and by applying the relevant portions of the selected rubric to inform such judgments.

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

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines
Effective: Overall performance and results meet NYS Teaching Standards.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

Provide the ranges for the 60-point scoring bands.

Highly Effective	54-60
Effective	45-53
Developing	39-44
Ineffective	0-38

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	3
4.6) Observations of Probationary Teachers Informal/Short	1
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?

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Wednesday, May 02, 2012

Updated Tuesday, June 19, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	54-60
Effective	45-53
Developing	39-44
Ineffective	0-38

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 Thursday, June 14, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/123862-Df0w3Xx5v6/TIP.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

X. Appeals Process – Teacher Evaluation

The parties have agreed that any appeal of a teacher with a developing or ineffective evaluation shall be heard by and end with the Superintendent of Schools, following a fair, reasonable and 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" or "effective" 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. Rights provided to probationary teachers denied tenure at the end of probation.*

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 Bay Shore Union Free School District will ensure that all lead evaluators/evaluators are properly trained and certified, as necessary, to complete an individual's performance review. Evaluator training will be conducted by Eastern Suffolk BOCES or by contract with outside trainer. Lead evaluator training will be conducted in accordance with the certification requirements per the Commissioner's regulations. This training will include the following:

- *New York State Teaching Standards*
- *Evidence-based observation*
- *Application and use of Student Growth Percentile and Value Added Growth Model data*
- *Application and use of the State-approved teacher or principal rubrics*
- *Application and use of any assessment tools used to evaluate teachers*
- *Application and use of State-approved locally selected measures of student achievement*
- *Use of Statewide Instructional Reporting System*
- *Scoring methodology used to evaluate teachers*
- *Specific considerations in evaluating teachers of ELLs and students with disabilities*

The Superintendent or his designee will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of evaluators.

The Bay Shore UFSD is now establishing a process to ensure that lead evaluators maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

The Superintendent or his designee will ensure that lead evaluators and/or other qualified trainers participate in annual training and are recertified on an annual basis. Eastern Suffolk BOCES will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or recertification, as applicable, shall not conduct or complete evaluations.

For the 2012-2013 school year, all evaluators shall be appropriately trained and certified by September 1, 2012.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, May 02, 2012
Updated Wednesday, August 29, 2012

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

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

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

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

3-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Elementary K-2	State-approved 3rd party assessment	NWEA MAP for Primary Grades

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Principals will utilize a state-approved 3rd party pre-assessment and post assessment for ELA and Math, as per regulations, to measure growth. Principals will be assigned points based on the average conditional growth scores for ELA and math for all students in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale attached scale.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Evidence indicates exceptional student learning gain across SLO's, including special populations. Expectations described in SLO's are well above District expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Evidence indicated significant student learning gain across SLO's, including special populations. Expectations described in the SLO's meet District expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Expectations described in SLO's are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Evidence indicates little or no student learning gain across SLO's. Expectations described in the SLO's are not met. Results are well below expectations.

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/5365/123864-lha0DogRNw/Conversion Scale for Conditional Growth Index for Measures of Academic Progress - Principals.docx

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.

Targets for Comparable Growth Measures may consider adjustments for students with disabilities and English language learners. Factors in setting targets will include pre-assessment data, and district and state historical Regents data.

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 Wednesday, August 29, 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
3-5	(a) achievement on State assessments	Grades 3-5 State ELA and Math Assessments
6-8	(a) achievement on State assessments	Grades 6-8 State ELA and Math Assessments
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	5-Year Graduation Rates

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The district will utilize State assessments or 5-year graduation rates to measure student achievement. Principals will be assigned points based on the percentage of students meeting the targeted achievement rate in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale attached.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement, including special populations. Expectations described for targeted achievement are well above District expectations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicated significant student achievement including special populations. Expectations described for targeted achievement meet District expectations.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Expectations described for targeted achievement are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.

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

Evidence indicates little or no student achievement. Expectations for targeted achievement described are not met. Results are well below expectations.

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

(No response)

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

assets/survey-uploads/5366/123867-qBFVOWF7fC/This Conversion Scale is to be used for 8.1 Grades 3-5 and 6-8 Principals.docx

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

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

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

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

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

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

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

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

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

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

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

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th

grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	NWEA MAP for Primary Grades ELA and Math

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The district will utilize State-approved 3rd party assessment to measure student achievement. Principals will be assigned points based on the percentage of students meeting the targeted achievement rate in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale attached.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student achievement, including special populations. Expectations described for targeted achievement are well above District expectations.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicated significant student achievement including special populations. Expectations described for targeted achievement meet District expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Expectations described for targeted achievement are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no student achievement. Expectations for targeted achievement described are not met. Results are well below expectations.

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

(No response)

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

assets/survey-uploads/5366/123867-T8MIGWUVm1/This Conversion Scale is to be used for 8.2.docx

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.

Evaluators and principals will set targets for achievement measures that may consider adjustments for students with disabilities and English language learners. Factors in setting targets will include district and state historical data.

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.

If principals have more than one locally selected measure, the overall percentage of students meeting the achievement targets will be determined and then converted to a scale score of 0 to 20 or 0-15. This will ensure proportional accountability.

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 Tuesday, August 21, 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
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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:

- Checked

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.

Determination of the Third Component of a Principal's Composite Effectiveness Score

Multi-dimensional Principal Performance Rubric

OBSERVATIONS:

The Superintendent as part of the following observation process shall ensure that any observed deficiency, that the Superintendent or his/her designee may observe, is documented, in writing, along with constructive and specific ways in which the Principal may achieve improvement in regards to that specific perceived deficiency.

Principals:

Two (2) formal visits (one unannounced) will be conducted each year.

To be done by Superintendent or designee.

Format of Principal Visits:

Formal monitoring or observation of the work performance of a Principal shall be conducted openly and with full knowledge of the Principal;

Visits will be conducted only by the Superintendent or his/her designee

The visit shall be at least thirty minutes in duration

With the sole exception of the unannounced visits all observation must be scheduled fifteen school (15) days in advance

All visits must be followed by written documentation no later than (2) weeks from the visit. The parties have agreed that all visits shall be documented using the negotiated observation form. (See, appendix G attached hereto)

Pre-observation meeting or conversation must occur at least one week prior to scheduled observation to discuss the planned activities, meeting, events, that are to be observed and the related practice rubric domains that will be the focus of the observation.

Post-observation meeting or conversation must be held no later than one week of the observation and a written summary, including any suggested guidance, is to be delivered to principal within one week of the post-observation meeting, if the evaluator believes the principal will be rated "developing" or "ineffective" in any sub-domain.

Principal shall have (2) weeks to submit a response to the observation including any supporting documentation.

In addition to the observations there will be a formative mid-year observation and evaluation completed by the Superintendent (Appendix G (attached hereto) that will be provided to the Principal no later than February 8th. No composite points will be assigned to mid-year evaluation. The mid-year evaluation is meant to provide the building principal with constructive feedback as to his/her progress on each domain of the principal practice rubric, any perceived deficiency in a domain ("developing" or "ineffective") will be support by factual evidence/artifacts.

A single observation by an evaluator in any one (1) year shall not be considered as the sole basis for the termination of service of a probationary principal.

Evaluations of Principals shall not be forwarded to any other agency or prospective employer without the written consent of the Principal.

2. USE OF SCHOOL DOCUMENTS

The parties agree that there are several sub-domains within the Multi-Dimensional rubric which cannot be evaluated or measured based upon isolated observations. Therefore, it has been agreed that no later than June 1st the Principal will submit to the Superintendent supporting artifacts and evidence for agreed upon sub-domains. The documents submitted for each domain shall be from the attached list of approved school documents. (Appendix L) Therefore, it has been agreed by the parties that certain domains will be evaluated based upon the agreed upon documents. These domains are as follows:

Domain 1: 10 points

Domain 2: 25 points

Domain 3: 10 points

Domain 4: 5 points

Domain 5: 5 points

Domain 6: 5 points

Upon timely submission of the agreed upon documents the Superintendent shall review all documents. The Superintendent shall award up to 27 points to the principal's raw score upon receipt of all agreed upon school documents. Each document will be assigned equal amount of points up to a total of 27 points. However, the Superintendent may reduce points assigned to individual documents if the document contains substantial error or defect or did not accomplish its intended purpose. In the event that the Superintendent reduces points assigned to any school documents within his/her end of the year evaluation he/she must provide a significant factual basis supporting the reduction of point(s). This information must be included in the written observation.

Principal's Evaluation Process

The principal evaluation process must:

- 1. Align with the six ISSLIC standards*
- 2. Be intended to acknowledge strength and improve performance by being predicated on providing continued feedback for growth*
- 3. Provide opportunities for personal and professional growth of the building principal*
- 4. Be ongoing and connected to school improvement goals through multiple (at least 2) school visits.*
- 5. Adhere to the negotiated evaluation procedures, timelines, and forms.*
- 6. Use the categories of Highly Effective, Effective, Developing, Ineffective*

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/5143/123868-pMADJ4gk6R/Principals Chart.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.	All outcomes represent high expectations and rigor and important learning in the school. They are connected to a sequence of learning to promote the school's continuous improvement.
Effective: Overall performance and results meet standards.	Most outcomes represent high expectations and rigor and important learning in the school. They are connected to a sequence of learning to promote the school's continuous improvement.
Developing: Overall performance and results need improvement in order to meet standards.	Outcomes represent moderately high expectations and rigor regarding learning in the school.
Ineffective: Overall performance and results do not meet standards.	Outcomes represent low expectations for students and lack of rigor regarding learning in the school.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	57-60
Effective	53-56.9
Developing	40-52.9
Ineffective	0-39.9

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 Friday, September 14, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	57-60
Effective	53-56.9
Developing	40.0-52.9
Ineffective	0-39.9

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 Wednesday, August 29, 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/5276/123870-Df0w3Xx5v6/PRINCIPAL IMPROVEMENT PLAN \(table\).doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process – Principal Evaluation

The parties have agreed that any appeal of a principal with a developing or ineffective evaluation shall be heard by and end with the Superintendent of Schools, following a fair, reasonable and expeditious process.

1. Within five (5) school days of the receipt of a principal's APPR report, the principal 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 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 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. Principals who receive a rating of "highly effective" or "effective" shall not be permitted to appeal their 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. Rights provided to probationary principals denied tenure at the end of probation.

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.

Training in Performance Evaluation

The Bay Shore Union Free School District will ensure that all lead evaluators/evaluators are properly trained and certified, as necessary, to complete an individual's performance review. Evaluator training will be conducted by Eastern Suffolk BOCES or by contract with outside trainer. Lead evaluator training will be conducted in accordance with the certification requirements per the Commissioner's regulations. This training will include the following:

- *New York State Teaching Standards*
- *Evidence-based observation*
- *Application and use of Student Growth Percentile and Value Added Growth Model data*
- *Application and use of the State-approved teacher or principal rubrics*
- *Application and use of any assessment tools used to evaluate teachers*
- *Application and use of State-approved locally selected measures of student achievement*
- *Use of Statewide Instructional Reporting System*
- *Scoring methodology used to evaluate teachers*
- *Specific considerations in evaluating teachers of ELLs and students with disabilities*

The Superintendent or his designee will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of evaluators.

The Bay Shore UFSD is now establishing a process to ensure that lead evaluators maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

The Superintendent or his designee will ensure that lead evaluators and/or other qualified trainers participate in annual training and are recertified on an annual basis. Eastern Suffolk BOCES will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or recertification, as applicable, shall not conduct or complete evaluations.

For the 2012-2013 school year, all evaluators shall be appropriately trained and certified by September 1, 2012.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, May 02, 2012

Updated Friday, September 14, 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/5581/123872-3Uqgn5g9Iu/New Sig Page.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.

This Conversion Scale is to be used for: 2.2 Grade3; 2.3 Grade 3; 2.4; 2.5; 2.6;
2.7; 2.8; 2.9; 2.10.

Conversion Scale for Percentage of Students who Meet Growth Target in SLO's

20 Point Scale		
HEIDI	Scale Point	%Meeting Target
Highly Effective	20	96-100
	19	90- 95
	18	85- 89
Effective	17	82 -84
	16	79- 81
	15	75- 78
	14	71- 74
	13	67- 70
	12	63- 66
	11	59 -62
	10	55- 58
	9	51-54
Developing	8	47- 50
	7	43- 46
	6	39- 42
	5	35- 38
	4	31-3 4
	3	27-30
Ineffective	2	20- 26
	1	15- 19
	0	00- 14

This Conversion Scale is to be used for: 2.2 and 2.4 Grades K-2

Conversion Scale for Conditional Growth Index for Measures of Academic Progress

		CGI	
HEIDI	Scale Point	≥	<
Highly Effective	20	1.3	
	19	1.1	1.3
	18	0.9	1.1
Effective	17	0.7	0.9
	16	0.5	0.7
	15	0.3	0.5
	14	0.1	0.3
	13	-0.1	0.1
	12	-0.3	-0.1
	11	-0.5	-0.3
	10	-0.7	-0.5
Developing	9	-0.9	-0.7
	8	-1.1	-0.9
	7	-1.3	-1.1
	6	-1.5	-1.3
	5	-1.7	-1.5
	4	-1.9	-1.7
Ineffective	3	-2.1	-1.9
	2	-2.3	-2.1
	1	-2.5	-2.3
	0		-2.5

This Conversion Scale is to be used for 3.4; 3.5; 3.6; 3.7; 3.8; 3.9; 3.10; 3.11; 3.13

Conversion Scale for Percentage of Students who Meet Achievement Target

20 Point Scale		
HEIDI	Scale Point	%Meeting Target
Highly Effective	20	96-100
	19	90-95
	18	85-89
Effective	17	82-84
	16	79-81
	15	75- 78
	14	71- 74
	13	67- 70
	12	63- 66
	11	59 -62
	10	55- 58
	9	51- 54
Developing	8	47- 50
	7	43- 46
	6	39- 42
	5	35- 38
	4	31-34
	3	27-30
Ineffective	2	20- 26
	1	15- 19
	0	00- 14

This Conversion Scale is to be used for 3.1 and 3.2

Conversion Scale for Percentage of Students who Meet Achievement Target

15 Point Scale		
HEIDI	Scale Point	%Meeting Target
Highly Effective	15	93-100
	14	85 – 92
Effective	13	79 - 84
	12	73 - 78
	11	67 – 72
	10	61 – 66
	9	55 – 60
	8	50 - 54
Developing	7	46 - 49
	6	42 - 45
	5	38 - 41
	4	34 – 37
	3	30 - 33
Ineffective	2	20 - 29
	1	10 - 19
	0	00 - 09

Process:

A. Process for Non-Tenured Teachers:

Annual Probationary* Reviews for Non-Tenured and Regular Substitutes

Probationary teachers and regular substitutes will be given their summative, year-end administrative evaluation by May 1st.

**For probationary appointments which expire during the course of the school year, evaluations will be given two (two) months prior to the expiration date of probationary appointment.*

Included in the Process for Annual Professional Review of Non-Tenured Staff are the following:

1. Formal Announced Observations—Non-tenured teachers will receive a minimum of three formal, announced observations and one unannounced observation each year. At least two formal, announced observations per year must be done by the teacher's primary evaluator. When possible, a pre-observation conference is to be scheduled by the supervisor no more than one week and no less than twenty-four hours prior to the observation. A post-observation conference, scheduled by the supervisor, will take place within two working days of the observation, or as soon as practical. The teacher will then receive a final written report and will be given the opportunity to respond no later than fifteen days after the post-observation conference.
2. Unannounced Observations—Unannounced observations of a non-tenured teacher may be conducted by any member of the administration and without notice to the teacher. In such event, a post-observation conference will be conducted and the teacher will be given a written copy of the observation report as per the timeline delineated in paragraph "A" above.

B. Process for Tenured Teachers:

Tenured teachers will be given their summative, year-end administrative evaluation by June 1st.

1. Formal Announced Observations—Summative, year-end evaluations must include at least one formal announced observation. This number may be exceeded when, in the sole opinion of the evaluator, there is a need for further observation.

When possible, a pre-observation conference is to be scheduled by the supervisor no more than one week, and no less than twenty-four hours prior to the observation.

The post-observation conference, scheduled by the supervisor, will take place within two workdays of the observation, or as soon as practical. The teacher will receive the final written report and will be given the opportunity to respond no later than fifteen days after the post-observation conference.

2. Unannounced Observations—Summative, year-end evaluations must include at least one unannounced observation. This number may be exceeded when, in the sole opinion of the evaluator, there is need for further observations.

Unannounced observations shall not be scheduled before or after a school holiday, or during the first week of the school year, and must be completed prior to June 1st. Unannounced observations may include any event in which teachers and students are engaged in an instructional or educational process. These observations may include, but are not limited to, the following examples: Classroom walk-through, field trips, concerts, art shows, physical education “circus,” and field –day events.

This Conversion Scale is to be used for: 7.3 Grades K-2 Principals

Conversion Scale for Conditional Growth Index for Measures of Academic Progress

		CGI	
HEIDI	Scale Point	≥	<
Highly Effective	20	1.3	
	19	1.1	1.3
	18	0.9	1.1
Effective	17	0.7	0.9
	16	0.5	0.7
	15	0.3	0.5
	14	0.1	0.3
	13	-0.1	0.1
	12	-0.3	-0.1
	11	-0.5	-0.3
	10	-0.7	-0.5
Developing	9	-0.9	-0.7
	8	-1.1	-0.9
	7	-1.3	-1.1
	6	-1.5	-1.3
	5	-1.7	-1.5
	4	-1.9	-1.7
Ineffective	3	-2.1	-1.9
	2	-2.3	-2.1
	1	-2.5	-2.3
	0		-2.5

This Conversion Scale is to be used for 8.1 Grades 3-5 and 6-8 Principals

Conversion Scale for Percentage of Students who Meet Achievement Target

15 Point Scale		
HEIDI	Scale Point	%Meeting Target
Highly Effective	15	93-100
	14	85 – 92
Effective	13	79 - 84
	12	73 - 78
	11	67 – 72
	10	61 – 66
	9	55 – 60
	8	50 - 54
Developing	7	46 - 49
	6	42 - 45
	5	38 - 41
	4	34 – 37
	3	30 - 33
Ineffective	2	20 - 29
	1	10 - 19
	0	00 - 09

**HS Principal's APPR
Locally Selected Achievement Chart**

	HEDI Points	Target and Percent Mastery Achieved	HEDI scores and Mastery Range
Highly Effective	15	97%	96.50% to 100.00%
	14	94%	93.50% to 96.49%
Effective	13	91%	90.50% to 93.49%
	12	88%	87.50% to 90.49%
	11	85%	84.50% to 87.49%
	10	82%	81.50% to 84.49%
	9	79%	78.50% to 81.49%
	8	76%	75.50% to 78.49%
Developing	7	73%	72.50% to 75.49%
	6	70%	69.50% to 72.49%
	5	67%	66.50% to 69.49%
	4	64%	63.50% to 66.49%
	3	61%	60.50% to 63.49%
Ineffective	2	58%	57.50% to 60.49%
	1	55%	54.50% to 57.49%
	0	52%	0.00% to 54.49%

This Conversion Scale is to be used for 8.2

Conversion Scale for Percentage of Students who Meet Achievement Target

20 Point Scale		
HEIDI	Scale Point	%Meeting Target
Highly Effective	20	96-100
	19	90-95
	18	85-89
Effective	17	82-84
	16	79-81
	15	75- 78
	14	71- 74
	13	67- 70
	12	63- 66
	11	59 -62
	10	55- 58
Developing	9	51- 54
	8	47- 50
	7	43- 46
	6	39- 42
	5	35- 38
	4	31-34
Ineffective	3	27-30
	2	20- 26
	1	15- 19
	0	00- 14

APPR Rubric for Principals 2012-2013
60 Points

	Highly Effective	Effective	Developing	Ineffective
<u>Domain 1:</u> Shared Vision of Learning				
a. Culture	2	1.8	1.5	0
b. Sustainability	2	1.8	1.5	0
Evaluation of School Records, Artifacts	6	5.5	4	0
<u>Domain 2:</u> School Culture & Instructional Program				
a. Culture	3	2.8	2.5	0
b. Instructional Program	3	2.8	2.5	0
c. Capacity building	3	2.8	2.5	0
d. Sustainability	3	2.8	2.5	0
e. Strategic Planning Process	3	2.8	2.5	0
Evaluation of School records, Artifacts	10	9	7	0
<u>Domain 3:</u> Safe, Efficient, Effective Learning Environment				
a. Capacity Building	1	0.8	0.5	0
b. Culture	2	1.8	1.5	0
c. Sustainability	1	0.8	0.5	0
d. Instructional Program	2	1.8	1.5	0
Evaluation of School Records, Artifacts	4	3.5	3	0
<u>Domain 4:</u> Community				
a. Strategic Planning Process: Inquiry	1	.8	0.5	0
b. Culture	1	0.8	0.5	0
c. Sustainability	1	0.8	0.5	0
Evaluation of School Records, Artifacts	2	1.8	1.5	0

Domain 5: Integrity, Fairness, Ethics				
a. Sustainability	1	.8	.5	0
b. Culture	1	.8	.5	0
Evaluation of School Records, Artifacts	3	2.6	2	0
Domain 6: Political, Social, Economic				
a. Sustainability	1	0.8	0.5	0
b. Culture	2	1.5	1	0
Evaluation of School Records, Artifacts	2	1.5	1	0
Total Points	60	53	42	0

BAY SHORE UNION FREE SCHOOL DISTRICT
TEACHER IMPROVEMENT PLAN

AREA(S) OF IMPROVEMENT	STRATEGIES THE TEACHER WILL USE TO IMPROVE (BY AREA)	SPECIFIC RESOURCES AVAILABLE TO HELP	TIMELINE (BY AREA)
Knowledge of Students and Student Learning			
Knowledge of Content and Instructional Planning			
Instructional Practice			
Learning Environment			
Assessment for Student Learning			

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

PRINCIPAL IMPROVEMENT PLAN

AREA(S) OF IMPROVEMENT	STRATEGIES THE PRINCIPAL WILL USE TO IMPROVE	SPECIFIC RESOURCES TO BE MADE AVAILABLE TO HELP	PROPOSED MEASUREMENTS & TIMELINE FOR IMPROVEMENT
VISION OF LEARNING			
SCHOOL CULTURE; INSTRUCTIONAL PROGRAM			
LEARNING ENVIRONMENT			
COMMUNITY RELATIONS			
INTEGRITY, FAIRNESS, ETHICS			
CULTURAL COURTESY			
COLLABORATION			

Separate sheets may be attached for each Area of Improvement in order to complete the required information.

Principal Signature _____ Date _____

Assistant Supt. Signature _____ Date _____

Superintendent Signature _____ Date _____

**PRINCIPAL IMPROVEMENT PLAN
PROGRESS RECORD FORM**

	<p align="center">Summary of meeting (Superintendent or Assist Supt)</p>	<p align="center">SIGN-OFF BY BOTH PARTIES</p>
<p>Meeting #1 Date _____</p>		<p>_____</p> <p>_____</p>
<p>Meeting #2 Date _____</p>		<p>_____</p> <p>_____</p>
<p>Meeting #3 Date _____</p>		<p>_____</p> <p>_____</p>
<p>Meeting #4 Date _____</p>		<p>_____</p> <p>_____</p>
<p>Meeting #5 Date _____</p>		<p>_____</p> <p>_____</p>
<p>Meeting #6 Date _____</p>		<p>_____</p> <p>_____</p>
<p>Meeting #7 Date _____</p>		<p>_____</p> <p>_____</p>

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: 9.14.12

John J. Bishop

Teachers Union President Signature: Date: 9/14/12

Darlene Clark

Administrative Union President Signature: Date: 9/14/12

Donna Bettelle

Board of Education President Signature: Date:

Paul J. Lopez 9/14/12