



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

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

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

November 21, 2012

Neil Lederer, Interim Superintendent
Bayport-Blue Point Union Free School District
200 Snedecor Avenue
Bayport, NY 11705

Dear Superintendent Lederer:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dean Lucera

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

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

Annual Professional Performance Reviews: 2012-13

Created Friday, May 04, 2012

Updated Tuesday, October 02, 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 : 580505020000

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

580505020000

1.2) School District Name: BAYPORT-BLUE POINT UFSD

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

BAYPORT-BLUE POINT 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 Friday, May 04, 2012

Updated Wednesday, November 21, 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	Aims Web
1	State-approved 3rd party assessment	Aims Web
2	State-approved 3rd party assessment	Aims Web

	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	The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	pre-assessment to the final assessment will be used to determine the HEDI score.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers with percentages from 85-100
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers with percentages from 65-84
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers with percentages from 50-64
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers with percentages below 50

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	Aims Web
1	State-approved 3rd party assessment	Aims Web
2	State-approved 3rd party assessment	Aims Web

	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.	The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers with percentages from 85-100
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers with percentages from 65-84
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers with percentages from 50-64
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers with percentages below 50

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	BBP District Developed Science 6 Assessment
7	District, regional or BOCES-developed assessment	BBP District Developed Science 7 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.	District-developed assessments will be rigorous, comparable across classrooms and the same assessments will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers with percentages from 85-100
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers with percentages from 65-84
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers with percentages from 50-64
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers with percentages below 50

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	BBP District Developed Social Studies 6 Assessment
7	District, regional or BOCES-developed assessment	BBP District Developed Social Studies 7 Assessment
8	District, regional or BOCES-developed assessment	BBP District Developed Social Studies 8 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.	District-developed assessments will be rigorous, comparable across classrooms and the same assessments will be used accross a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate dis trict perscribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages from 85-100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages from 65-84
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages from 50-64
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages below 50

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	BBP District Developed History and Geography 9 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District-developed assessments will be rigorous, comparable across classrooms and the same assessments will be used accross a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate dis trict perscribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages from 85-100

Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages from 65-84
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages from 50-64
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages below 50

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.	The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages from 85-100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages from 65-84
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages from 50-64
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages below 50

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.	The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages from 85-100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages from 65-84
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages from 50-64
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages below 50

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	School-/BOCES-wide group/team results based on State assessments	NYS Regents Comprehensive English
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Regents Comprehensive English
Grade 11 ELA	Regents assessment	NYS Regents Comprehensive English

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.	District-developed assessments will be rigorous, comparable across classrooms and the same assessments will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed growth from the pre-assessment to the final assessment will be used to determine the HEDI score.
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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/5364/124988-TXEttx9bQW/bbp teacher HEDI_1.pdf

2.12) Locally Developed Controls

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

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

We are not utilizing any locally developed controls.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

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

3. Local Measures (Teachers)

Created Friday, May 04, 2012

Updated Wednesday, November 21, 2012

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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	5) District, regional, or BOCES–developed assessments	BBP District Developed ELA Grade 4 Assessment
5	5) District, regional, or BOCES–developed assessments	BBP District Developed ELA Grade 5 Assessment

6	5) District, regional, or BOCES–developed assessments	BBP District Developed ELA Grade 6 Assessment
7	5) District, regional, or BOCES–developed assessments	BBP District Developed ELA Grade 7 Assessment
8	5) District, regional, or BOCES–developed assessments	BBP District Developed ELA Grade 8 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	District-developed assessments will be rigorous, comparable across classrooms and the same assessments will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed achievement on final assessment will be used to determine the HEDI score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 85 to 100
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 65-84
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 50-64
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 50

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	5) District, regional, or BOCES–developed assessments	BBP District Developed Math Grade 4 Assessment
5	5) District, regional, or BOCES–developed assessments	BBP District Developed Math Grade 5 Assessment
6	5) District, regional, or BOCES–developed assessments	BBP District Developed Math Grade 6 Assessment
7	5) District, regional, or BOCES–developed assessments	BBP District Developed Math Grade 7 Assessment

8	5) District, regional, or BOCES–developed assessments	BBP District Developed Math Grade 8 Assessment
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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.	District-developed assessments will be rigorous, comparable across classrooms and the same assessments will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed achievement on final assessment will be used to determine the HEDI score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 85 to 100
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 65-84
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 50-64
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 50

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/124989-rhJdBgDruP/bbp_teacher_HEDI_2.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	BBP District Developed K ELA Assessment

1	5) District, regional, or BOCES–developed assessments	BBP District Developed 1 ELA Assessment
2	5) District, regional, or BOCES–developed assessments	BBP District Developed 2 ELA Assessment
3	5) District, regional, or BOCES–developed assessments	BBP District Developed 3 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District-developed assessments will be rigorous, comparable across classrooms and the same assessments will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed achievement on final assessment will be used to determine the HEDI score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 85 to 100
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 65-84
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 50-64
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 50

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	BBP District Developed K Math Assessment
1	5) District, regional, or BOCES–developed assessments	BBP District Developed 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	BBP District Developed 2 Math Assessment
3	5) District, regional, or BOCES–developed assessments	BBP District Developed 3 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District-developed assessments will be rigorous, comparable across classrooms and the same assessments will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed achievement on final assessment will be used to determine the HEDI score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 85 to 100
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 65-84
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 50-64
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 50

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	BBP District Developed Science 6 Assessment
7	5) District, regional, or BOCES–developed assessments	BBP District Developed Science 7 Assessment
8	5) District, regional, or BOCES–developed assessments	BBP District Developed Science 8 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.	District-developed assessments will be rigorous, comparable across classrooms and the same assessments will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed achievement
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	on final assessment will be used to determine the HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 65-84
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 50-64
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 50

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	BBP District Developed Social Studies 6 Assessment
7	5) District, regional, or BOCES–developed assessments	BBP District Developed Social Studies 7 Assessment
8	5) District, regional, or BOCES–developed assessments	BBP District Developed Social Studies 8 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.	District-developed assessments will be rigorous, comparable across classrooms and the same assessments will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed achievement on final assessment will be used to determine the HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 65-84

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 50-64
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 50

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	BBP District Developed History and Geography 9 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	BBP District Developed History and Geography 10 Assessment
American History	5) District, regional, or BOCES–developed assessments	BBP District Developed US History and Government Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District-developed assessments will be rigorous, comparable across classrooms and the same assessments will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed achievement on final assessment will be used to determine the HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 65-84
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 50-64
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 50

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	BBP District Developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	BBP District Developed Physical Setting/Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	BBP District Developed Physical Setting/Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	BBP District Developed Physical Setting/Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District-developed assessments will be rigorous, comparable across classrooms and the same assessments will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed achievement on final assessment will be used to determine the HEDI score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 85 to 100
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 65 to 84
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 50 to 64
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 50

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	NYS Regents Algebra 1
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Regents Geometry
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Regents Algebra 2/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.	District-developed assessments will be rigorous, comparable across classrooms and the same assessments will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed achievement on final assessment will be used to determine the HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 85-100
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 65-84
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 50-64
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 50

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
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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.	District-developed assessments will be rigorous, comparable across classrooms and the same assessments will be used across a grade level or subject. The percentage of the students (to the nearest percent) that demonstrate district prescribed achievement on final assessment will be used to determine the HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 65 to 84
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages from 50 to 64
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 50

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)

assets/survey-uploads/5139/124989-Rp0Ol6pk1T/bbp local assessments_2.xlsx

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/5139/124989-y92vNseFa4/bbp teacher HEDI_2.pdf

3.14) Locally Developed Controls

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

The Bayport-Blue Point UFSD and the Teachers Association agree the attendance is a significant factor when considering student achievement. Therefore students will have an appropriately weighted value representative of the percent the student attended the

course when the student scores are averaged to determine the teachers rating for the local measures of achievement.

Attendance will be tracked in accordance with the procedures developed by the Bayport-Blue Point Union Free School District and the Teacher's Association. In no case will a student on a roster be excluded from a local assessment calculation. Locally developed controls are in places so as to not to create incentives to discourage attendance. These controls will consist of attendance officers in each building which continually monitor attendance; there are Board of Education Policies in section 5100. These policies require parent meetings, guidance and counseling visits, before any possible denial of credit. Attendance of student is additionally monitored by the District Wide Attendance Officer.

Students with less than 80% attendance will have their scores calculated as shown below:

- Students with 70- 79% attendance will have their assessment grade weighted by a factor of 1.1%
- Students with 60-69 % attendance will have their assessment grade weighted by a factor of 1.3%
- Students with 50-59% attendance will have their assessment grade weighted by a factor of 1.4%
- Students with 40-49% attendance will have their assessment grade weighted by a factor of 1.5%
- Students less than 39% attendance will have their assessment grade weighted by a factor of 1.6%

No more than 2 HEDI points will be given.

3.15) Teachers with More Than One Locally Selected Measure

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

For those teachers teaching multiple/different courses the percentage will be an appropriately equally weighted average between all courses based on student enrollment ratios.

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 Friday, May 04, 2012

Updated Tuesday, October 23, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

(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]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

All observations will be performed by certified District evaluators. Evidence for each teacher will be systematically organized using the NYSUT Teacher Evaluation and Development System (TED). Each teacher will receive a final average score on the 1-4 rubric rating scale. This score is converted to a HEDI rating. The HEDI rating categories are:

- 1.0 - 1.4 = Ineffective
- 1.5 - 2.4 = Developing
- 2.5 - 3.4 = Effective
- 3.5 - 4.0 = Highly Effective

Points = Teacher Standards 1-7

Standards 1-5: primarily based upon observations. Each Standard will account for eight (8) points totaling forty (40) of the sixty (60) points. Standards 6 and 7: primarily based upon other teacher artifacts. Each Standard will account for ten (10) points totaling twenty (20) of the sixty (60) points.

The final score will then be converted to a sixty (60) point score using the chart in the appendix titled Observation Conversion Chart. The converted score will be the teacher's score for the "teacher practice" portion of the APPR. Values will be rounded to the nearest number.

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

assets/survey-uploads/5091/124990-eka9yMJ855/bbp teacher HEDI_2.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Exemplary, above average performance is achieved in knowledge of students and student learning, knowledge of content and instructional planning, instructional practice, learning environment, assessment for student learning, professional responsibilities and collaboration, professional growth and earning an overall score of 59-60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	Effective, average performance is achieved in knowledge of students and student learning, knowledge of content and instructional planning, instructional practice, learning environment, assessment for student learning, professional responsibilities and collaboration, professional growth and earning an overall score of 57-58 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Below average performance is achieved in knowledge of students and student learning, knowledge of content and instructional planning, instructional practice, learning environment, assessment for student learning, professional responsibilities and collaboration, professional growth and earning an overall score of 50-56 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Unsatisfactory performance is achieved in knowledge of students and student learning, knowledge of content and instructional planning, instructional practice, learning environment, assessment for student learning, professional responsibilities and collaboration, professional growth and earning an overall score of 0-49 points.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- 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)

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Updated Friday, October 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	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, May 04, 2012

Updated Monday, October 22, 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/5265/124992-Df0w3Xx5v6/bayport TIP.pdf>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

IX. APPEALS

The following procedure is the exclusive means for initiating, reviewing, and resolving disputes and appeals related to a teacher's Performance Review and/or Improvement Plan.

A probationary teacher who receives an effectiveness composite score rating of “ineffective” may appeal his or her performance review. Ratings of “highly effective,” “effective,” or “developing” cannot be appealed by probationary teachers.

A tenured teacher who receives an effectiveness composite score rating of “ineffective” or “developing” may appeal his or her performance review. Ratings of “highly effective” or “effective” cannot be appealed by tenured teachers.

What may be challenged in an appeal: Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:

- 1. the school district’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c; and,*
- 2. the adherence to the Commissioner’s regulations, as applicable to such reviews; and,*
- 3. compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and,*
- 4. the school district’s issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law §3012-c.*

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

X. APPEALS PROCEDURE

Appeals concerning a teacher’s performance review must be filed no later than ten (10) school days of the date when the teacher receives his/her final composite rating. If an educator receives his/her composite effectiveness score over summer vacation, the educator will have until the tenth (10th) working day of the new school year to file an appeal.

A teacher wishing to initiate an appeal, must submit, in writing, to the Superintendent, a detailed description of the precise point(s) of disagreement over his/her performance review, along with any and all documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal. See Appendix titled Appeals Form.

A recommendation will be rendered by a three person review panel for an appeal concerning a teacher’s performance review. Working jointly, the Superintendent and the BBPTA president will appoint a panel comprised of the Superintendent or designee, one panelist chosen by the BBPTA, and one mutually agreed upon panelist. The panel shall issue a written recommendation of the merits of the appeal no later than fifteen (15) calendar days from the date when the teacher filed his/her appeal.

The review panel’s written recommendation shall be forwarded to the Superintendent. The Superintendent will have seven (7) calendar days to render a decision based on the written recommendation of the review panel. The determination of the Superintendent shall be final. However, the failure of either party to abide by the above agreed-upon process shall be subject to the grievance procedure.

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 principals will serve as the lead evaluators for the teachers in the Bayport-Blue Point Union Free School District. The district has selected and received agreement with the Bayport-Blue Point Teachers Association to utilize the NYSUT 2012 Rubric. Administrators will be trained through Evaluator Academy, presented by NYSUT – “Taking Ownership: A Labor/Management Team Approach.” This is a five day workshop to be held August 20-24, 2012. Administrators attending will be required to provide turnkey training for all district administrators. As lead evaluators our principals will continue to participate in ongoing training that is offered by BOCES and the district. These sessions have targeted the key elements that are required for the certification as a lead evaluator. The district provides professional development to principals at its bi-weekly administrative meetings and at several half-day afterschool training sessions for all evaluators.

The district has dedicated much of its time with administrative staff to enhance their working knowledge of the New York State Standards; the State Reporting System; the development of local assessments; and the use of growth and value added models. The

district will continue to require lead evaluators to attend BOCES and district sponsored training which will target the following elements that are required for certification as a lead evaluator: the New York State Teaching Standards; growth models for student achievement; evidence based observations that are aligned to the NYSUT 2012 rubric; artifacts of teacher practices such as lesson plans; use of the state wide instructional reporting system; the generation of scores for each subcomponent of the composite effectiveness score; and the evaluation of teachers of English Language Learners and Students with Disabilities.

In order to enhance and ensure inter-rater reliability, the district is conducting professional development for all principals and district administrators through which the NYSUT 2012 rubric is analyzed and applied to teaching scenarios. Each principal and administrator watches a video showing a classroom lesson and gathers evidence. At the end of the video, the evidence is evaluated using the rubric. Then the principals and administrators compare the evidence each gathered and their evaluation using the rubric. The discussion focuses on similarities and differences to teach everyone to gather appropriate evidence and apply the rubric accurately and consistently.

As part of their ongoing training, the assistant superintendent, the superintendent and the principals will conduct a minimum of two classroom visits with each principal using NYSUT 2012 rubric during the 2012-2013 school year and will compare the evidence that was collected from each visitation and the alignment to the rubric. This data will be used to determine inter-rater reliability and to provide evidence to the assistant superintendent and the superintendent that the principal has met the qualifications for lead evaluator.

Each principal will conduct group walkthroughs and classroom observations with all building level administrators participating in the evaluation of teachers so that each observes the same classroom instruction, gathers evidence during the lesson and uses the rubric to evaluate the evidence. The group then compares their evaluations and discusses differences leading to a fuller understanding of the rubric and its application. The principal will ensure that each building level administrator is able to gather appropriate evidence and apply the rubric accurately and consistently. At least once each year the assistant superintendent will conduct a walkthrough with each building level administrator to evaluate his/her success at gathering evidence and applying the rubric. This data will also be used to ensure inter-rater reliability at the building level.

The evidence of all the training will be presented to the Board of Education who will certify that each principal is highly qualified to be the lead evaluator for the teachers' evaluations. The Board will re-certify the lead evaluators each school year after reviewing the ongoing training they have received.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked

6.7) Assurances -- Data | Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements. Checked

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

Created Friday, May 04, 2012

Updated Tuesday, October 23, 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):

k-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

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.	See 7.1
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See 7.1
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See 7.1
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See 7.1
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See 7.1

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

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)

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Updated Tuesday, October 23, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(a) achievement on State assessments	4-5 ELA
6-8	(a) achievement on State assessments	6-8 ELA
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4 year graduation rate 2009 Cohort

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.	see attached "Admin Local Assessment Point Conversion Chart.docx"
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached "Admin Local Assessment Point Conversion Chart.docx"
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached "Admin Local Assessment Point Conversion Chart.docx"
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached "Admin Local Assessment Point Conversion Chart.docx"
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached "Admin Local Assessment Point Conversion Chart.docx"

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/5366/124994-qBFVOWF7fC/Admin Local Assessment Point Conversion Chart.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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in 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.

****Any principal of a building that has greater than 20% special ed population receives 2 points added to his/her composite score for the locally selected measure, greater than 10% and less than 20% receives 1 pointed added to his/her composite score. No one will receive greater that 2 points.**

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.

The Achievement targets are set for all students, grades 4-8, is proficiency on the NYSE LA Assessment. The number of students meeting proficiency will be divided by the total number of students district wide (by grade configuration) to identify the overall percentage of students meeting the target. The percentage is then converted to a scale score of 0 to 20 or 0 to 15. This method ensures proportional accountability based on the percentage of students assessed by each locally selected measure.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Friday, May 04, 2012

Updated Wednesday, November 21, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

See Attached "Admin HEDI.pdf"

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/5143/124995-pMADJ4gk6R/admin hedi.pdf

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

Highly Effective: Overall performance and results exceed standards.	See Attached "Admin HEDI.pdf"
Effective: Overall performance and results meet standards.	See Attached "Admin HEDI.pdf"
Developing: Overall performance and results need improvement in order to meet standards.	See Attached "Admin HEDI.pdf"
Ineffective: Overall performance and results do not meet standards.	See Attached "Admin HEDI.pdf"

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	54-58
Developing	40-53
Ineffective	0-39

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Updated Monday, July 23, 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	59-60
Effective	54-58
Developing	40-53
Ineffective	0-39

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Friday, May 04, 2012

Updated Wednesday, November 21, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/124997-Df0w3Xx5v6/Appendix F_1.docx

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:

APPENDIX G

A. Any principal who receives an ineffective or developing rating on their annual total composite APPR or a tenured principal who receives a developing on the 60 Rubric HEDI rating, shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification; provided, however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator he or she shall not

hear the appeal.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan (“PIP”) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an APPR evaluation or a PIP must be commenced within ten (10) school days of the presentation of the final document to the principal, in the case of a tenured principal, and fifteen business days of the presentation of the final document to a probationary principal (extended by an additional period of up to 10 calendar days if he or she is going to be on a planned vacation during the 15 business days as referenced above) or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a PIP appeal, there shall be a second fifteen business day period for a PIP appeal following the end date of the PIP. In the event that the PIP has an ending date after June 1st, the time for appealing the PIP shall be extended until no later than the 10th day after classes begin during the September immediately following the last day of the PIP.

D. The Superintendent or the Superintendent’s administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal that must include explanation and rationale behind that decision. The Superintendent or the Superintendent’s administrative designee shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. Such decision shall be made within fifteen business days of the receipt of the appeal and shall be considered preliminary.

E. If not satisfied by the preliminary decision of the Superintendent or his/her designee the building principal shall within three (3) school days request a review be performed by a mutually agreed upon retired administrator. Within five (5) calendar days from the request, for review the parties shall be furnished a list of nine(9) retired administrators willing to conduct a review from the New York State Retired Supervisors and Administrators Association or any other organization that may maintain such a list. The list of names shall also include resume and fees. The parties shall mutually agree upon the selected retired administrator. If the parties cannot mutually agree upon the selection of the retired administrator each party shall be allowed to strike out four names from the list with the sole remaining name being the selected retired administrator to conduct the review. The cost of the independent review shall be born equally by both parties and shall be no greater than prevailing arbitration rates.

F. The review shall consist of reviewing the preliminary decision the evidence underlying the observations/evaluations of the principal, and all other evidence submitted by the principal and/or the district. The evidence and arguments shall be presented to the retired administrator for review within fifteen (15) business days after his/her selection. Upon completion of the review the retired administrator shall render a written advisory opinion within ten (10) business days after receipt of the evidence and arguments from both sides. The advisory opinion may recommend upholding, reversing, or modifying the preliminary determination as well as provide recommendations, including but not limited to, adjustments to the principal improvement plan or other corrective actions.

G. Upon receipt of the advisory decision the Superintendent shall within five (5) school days review said advisory opinion and in his/her sole discretion either adopt, reject, in whole, or in part, the advisory opinion. The decision of the Superintendent, upon review of the advisory opinion, shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law. Notwithstanding, nothing herein shall be construed as limiting the right of the employee to challenge any APPR generated evaluation, including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or CPLR Section 75. Within 2-weeks an arbitrator will be selected.

H. Procedural objections to the appeal process or PIP plan shall be subject to the grievance procedure within the parties’ collective bargaining agreement. Within 2-weeks an arbitrator will be selected.

I. This appeal shall sunset, becoming null and void in all regards on the close of business effective June 30, 2013 or after the last appeal is finally determined for the 2012-13 School Year.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The direct supervisor for the five principals in this district is the Assistant Superintendent for Curriculum, Instruction, and Personnel. He/she and the Superintendent of Schools will be the lead evaluators for the principals’ APPR. The Assistant Superintendent and the Superintendent will attend workshops to gain expertise in the evaluation of the principals for the new APPR.

The Assistant Superintendent will attend workshops on principal evaluations offered by the State Education Department and Eastern Suffolk BOCES. The Superintendent attended workshops offered by Eastern Suffolk BOCES (1 day) and the New York State Council of School Superintendents (1 day). In the fall of 2012 they will receive rubric specific training on the Multidimensional Principal Performance Rubric which will be used in this school district. The principals also will be included in this training. The Assistant

Superintendent and Superintendent will attend additional professional development workshops and training as they are scheduled by BOCES, SED and the New York Council of School Superintendents.

As part of their ongoing training, the Assistant Superintendent and the Superintendent will conduct a minimum of two school visitations of each principal using the Multidimensional Principal Performance Rubric during the 2012-2013 school year. The evidence gathered from the visitations, as well as the artifacts that have been submitted by the principal, will be reviewed independently by each lead evaluator and aligned to the rubric to determine a rating. This process will be used to ensure inter-rater reliability.

The evidence of all the training will be presented to the Board of Education who will certify that the Assistant Superintendent and the Superintendent are both highly qualified to be the lead evaluators for the principals' APPR. The Board will re-certify both lead evaluators each school year after reviewing the ongoing training they have received.

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 Friday, May 04, 2012

Updated Wednesday, November 21, 2012

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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/5581/124998-3Uqgn5g9Iu/signatures 11-21-12.pdf>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

AP Biology	District, Regional or BOCES developed
AP English Literature and Composition	District, Regional or BOCES developed
College Topics M	District, Regional or BOCES developed
Economics 12R	District, Regional or BOCES developed
English 12R	District, Regional or BOCES developed
French II	District, Regional or BOCES developed
French III	District, Regional or BOCES developed
Marine Biology	District, Regional or BOCES developed
Participation in Government	District, Regional or BOCES developed
Pre-Calculus	District, Regional or BOCES developed
Spanish II	District, Regional or BOCES developed
Spanish III	District, Regional or BOCES developed
Spanish IV	District, Regional or BOCES developed
Spanish V	District, Regional or BOCES developed
Algebra II/Trigonometry	State Assessment
AP Chemistry	State Assessment
AP European History	State Assessment
AP United States History	State Assessment
Business Computer Applications I	State Assessment
Career Exploration	State Assessment
Ceramics/Fall	State Assessment
Ceramics/Spring	State Assessment
Chorus	State Assessment
Communication Skills LP	State Assessment
Concert Band	State Assessment
Creative Writing	State Assessment
Digital Photography II	State Assessment
Drawing & Painting I	State Assessment
English 10R	State Assessment
English 11 Workshop	State Assessment
English 11R	State Assessment
English 9	State Assessment
ESL - Intermediate	State Assessment
Geometry	State Assessment
Global History & Geography I 9R	State Assessment
Global History & Geography II 10R	State Assessment
Health	State Assessment
Integrated Algebra	State Assessment
Integrated Geometry M	State Assessment
Introduction to Research Alt.	State Assessment
Orchestra	State Assessment
Physical Education	State Assessment
Pre - AP English 10	State Assessment
Reading 10	State Assessment
Reading 11	State Assessment
Resource Room	State Assessment
Speech	State Assessment

Sports & Entertainment Marketing	State Assessment
Studio-in-Art	State Assessment
Studio-in-Crafts	State Assessment
Symphonic Band	State Assessment
The Living Environment Biology Regents	State Assessment
The Physical Setting: Chemistry Regents	State Assessment
The Physical Setting: Earth Science Regents	State Assessment
The Physical Setting: Physics Regents	State Assessment
US History & Government 11R	State Assessment
ELA-WRITING 6	State Assessment
ART 6 ALT.	State Assessment
ART 7 ALT.	State Assessment
ART 8 ALT.	State Assessment
STUDY SKILLS 6	State Assessment
ENGLISH 7R	State Assessment
ENGLISH 7HR	State Assessment
ENGLISH 8R	State Assessment
ENGLISH 8HR	State Assessment
Physical Education 6	District, Regional or BOCES developed
Physical Education 7	District, Regional or BOCES developed
Physical Education 8	District, Regional or BOCES developed
CONTENT READING 7 ALT.	State Assessment
CONTENT READING 8 ALT.	State Assessment
READING ADVANCEMENT 7 ALT.	State Assessment
READING ADVANCEMENT 8 ALT.	State Assessment
READING ADVANCEMENT 6 ALT.	State Assessment
ENGLISH AS A SECOND LANGUAGE	State Assessment
ELA-READING 6	State Assessment
SOCIAL STUDIES 6	District, Regional or BOCES developed
SOCIAL STUDIES 7R	District, Regional or BOCES developed
SOCIAL STUDIES 7HR	District, Regional or BOCES developed
SOCIAL STUDIES 6 WORKSHOP ALT.	District, Regional or BOCES developed
SOCIAL STUDIES 7 WORKSHOP ALT.	District, Regional or BOCES developed
SOCIAL STUDIES 8 WORKSHOP ALT.	District, Regional or BOCES developed
SOCIAL STUDIES 8R	District, Regional or BOCES developed
SOCIAL STUDIES 8HR	District, Regional or BOCES developed
ENGLISH 6-M	State Assessment
ENGLISH 8-M	State Assessment
ENGLISH 7-M	State Assessment
SOCIAL STUDIES 6-M	District, Regional or BOCES developed
SOCIAL STUDIES 7-M	District, Regional or BOCES developed
SOCIAL STUDIES 8-M	District, Regional or BOCES developed
MATH 7-M	State Assessment
MATH 7-M LAB ALT.	State Assessment
MATH 8-M	State Assessment
MATH 8-M LAB ALT.	State Assessment
SCIENCE 8-M	State Assessment

MATH 6	State Assessment
MATH 7R	State Assessment
MATH 7HR	State Assessment
MATH 8R	State Assessment
MATH 6 WORKSHOP ALT.	State Assessment
MATH 7 WORKSHOP ALT.	State Assessment
MATH 8 WORKSHOP ALT.	State Assessment
RESOURCE ROOM Grade 6	State Assessment
RESOURCE ROOM Grade 7	State Assessment
RESOURCE ROOM Grade 8	State Assessment
SPEECH LANGUAGE 6	State Assessment
SPEECH LANGUAGE 7	State Assessment
SPEECH LANGUAGE 8	State Assessment
ELA 6 WORKSHOP ALT.	State Assessment
ELA 7 WORKSHOP ALT.	State Assessment
ELA 8 WORKSHOP ALT.	State Assessment
Integrated Algebra	State Assessment
READING 6-M	State Assessment
READING 7-M	State Assessment
READING 8-M ALT.	State Assessment
SCIENCE 6	District, Regional or BOCES developed
SCIENCE 7R	District, Regional or BOCES developed
SCIENCE RESEARCH 7 & 8	District, Regional or BOCES developed
The Physical Setting: Earth Science Regents	State Assessment
SCIENCE 8R	State Assessment
SCIENCE 7HR	District, Regional or BOCES developed
FRENCH I-7	District, Regional or BOCES developed
SPANISH I-7	District, Regional or BOCES developed
FRENCH I	District, Regional or BOCES developed
SPANISH I	District, Regional or BOCES developed
EXPLORATORY SECOND LANGUAGE 6	District, Regional or BOCES developed
TECHNOLOGY 7 ALT.	State Assessment
TECHNOLOGY 8 ALT.	State Assessment
EXPLORATORY TECHNOLOGY 6	State Assessment
HOME AND CAREERS SKILLS 6 ALT.	State Assessment
HOME AND CAREERS SKILLS 7 ALT.	State Assessment
HEALTH 8	District, Regional or BOCES developed
HEALTH 6	District, Regional or BOCES developed
GENERAL MUSIC 1	State Assessment
BAND 8	State Assessment
ORCHESTRA 8	State Assessment
CHORUS 8	State Assessment
GENERAL MUSIC 2	State Assessment
CHORUS 6	State Assessment
ORCHESTRA 6	State Assessment
GENERAL MUSIC 6	State Assessment
CHORUS 7	State Assessment

ORCHESTRA 7	State Assessment
Library 6	State Assessment
Library 7	State Assessment
Library 8	State Assessment
Music K	Approved 3rd Party Assessment
Music 1	Approved 3rd Party Assessment
Music 2	Approved 3rd Party Assessment
Music 3	State Assessment
Music 4	State Assessment
Music 5	State Assessment
Art K	Approved 3rd Party Assessment
Art 1	Approved 3rd Party Assessment
Art 2	Approved 3rd Party Assessment
Art 3	State Assessment
Art 4	State Assessment
Art 5	State Assessment
Library K	Approved 3rd Party Assessment
Library 1	Approved 3rd Party Assessment
Library 2	Approved 3rd Party Assessment
Library 3	State Assessment
Library 4	State Assessment
Library 5	State Assessment
Resource Room K	Approved 3rd Party Assessment
Resource Room 1	Approved 3rd Party Assessment
Resource Room 2	Approved 3rd Party Assessment
Resource Room 3	State Assessment
Resource Room 4	State Assessment
Resource Room 5	State Assessment
AIS ELA K	Approved 3rd Party Assessment
AIS ELA 1	Approved 3rd Party Assessment
AIS ELA 2	Approved 3rd Party Assessment
AIS ELA 3	State Assessment
AIS ELA 4	State Assessment
AIS ELA 5	State Assessment
AIS Math K	Approved 3rd Party Assessment
AIS Math 1	Approved 3rd Party Assessment
AIS Math 2	Approved 3rd Party Assessment
AIS Math 3	State Assessment
AIS Math 4	State Assessment
AIS Math 5	State Assessment
FLEX	District, Regional or BOCES developed
Physical Education K	Approved 3rd Party Assessment
Physical Education 1	Approved 3rd Party Assessment
Physical Education 2	Approved 3rd Party Assessment
Physical Education 3	State Assessment
Physical Education 4	State Assessment
Physical Education 5	State Assessment

Reading K	Approved 3rd Party Assessment
Reading 1	Approved 3rd Party Assessment
Reading 2	Approved 3rd Party Assessment
Reading 3	Approved 3rd Party Assessment
Reading 4	State Assessment
Reading 5	State Assessment
Speech K	Approved 3rd Party Assessment
Speech 1	Approved 3rd Party Assessment
Speech 2	Approved 3rd Party Assessment
Speech 3	State Assessment
Speech 4	State Assessment
Speech 5	State Assessment
All other Courses not named	District, Regional or BOCES developed

NYS Regents in Comprehensive Examination in English
NYS Regents in Living Environment
NYS Regents in Physical Setting/Chemistry
NYS Regents in Physical Setting/Earth Science
NYS Regents in Physical Setting/Physics
NYS Regents in United States History and Government
NYS ELA Grade 6 Assessment
NYS ELA/Math
NYS ELA/Math
NYS ELA/Math
NYS ELA/Math
NYS ELA Grade 7 Assessment
NYS ELA Grade 7 Assessment
NYS ELA Grade 8 Assessment
NYS ELA Grade 8 Assessment
BBP District Developed Physical Education 6 Assessment
BBP District Developed Physical Education 7 Assessment
BBP District Developed Physical Education 8 Assessment
NYS ELA Grade 7 Assessment
NYS ELA Grade 8 Assessment
NYS ELA Grade 7 Assessment
NYS ELA Grade 8 Assessment
NYS ELA Grade 6 Assessment
NYESLAT
NYS ELA Grade 6 Assessment
BBP District Developed Social Studies 6 Assessment
BBP District Developed Social Studies 7 Assessment
BBP District Developed Social Studies 7 Assessment
BBP District Developed Social Studies 6 Assessment
BBP District Developed Social Studies 7 Assessment
BBP District Developed Social Studies 8 Assessment
BBP District Developed Social Studies 8 Assessment
BBP District Developed Social Studies 8 Assessment
NYS ELA Grade 6 Assessment
NYS ELA Grade 8 Assessment
NYS ELA Grade 7 Assessment
BBP District Developed Social Studies 6 Assessment
BBP District Developed Social Studies 7 Assessment
BBP District Developed Social Studies 8 Assessment
NYS Math Grade 7 Assessment
NYS Math Grade 7 Assessment
NYS Math Grade 8 Assessment
NYS Math Grade 8 Assessment
NYS Science 8 Assessment

NYS ELA/Math
NYS ELA Grade 6 Assessment
NYS ELA Grade 7 Assessment
NYS ELA Grade 8 Assessment
Aims Web
Aims Web
Aims Web
NYS ELA Grade 3
NYS ELA Grade 4
NYS ELA Grade 5
Aims Web
Aims Web
Aims Web
NYS ELA Grade 3
NYS ELA Grade 4
NYS ELA Grade 5
Aims Web
Aims Web
Aims Web
NYS ELA Grade 3
NYS ELA Grade 4
NYS ELA Grade 5
Aims Web
Aims Web
Aims Web
NYS ELA Grade 3
NYS ELA Grade 4
NYS ELA Grade 5
Aims Web
Aims Web
Aims Web
NYS Math Grade 3
NYS Math Grade 4
NYS Math Grade 5
BBP District Developed FLEX Assessment
Aims Web
Aims Web
Aims Web
NYS ELA Grade 3
NYS ELA Grade 4
NYS ELA Grade 5

Aims Web

Aims Web

Aims Web

Aims Web

NYS ELA Grade 4

NYS ELA Grade 5

Aims Web

Aims Web

Aims Web

NYS ELA Grade 3

NYS ELA Grade 4

NYS ELA Grade 5

BBP District Developed Local Assessment in Course or Grade Level Area

**Student Growth Measures (State's 20%)
State Assessments or Comparable Measures**

Twenty percent (20%) of a teacher's evaluation is determined by student growth on state assessments (25%- upon implementation of a value-added growth model). Data provided by the NYS Education Department has determined the number of points (out of a possible 20) that will be awarded.

For educators for whom there is no approved Value-Added measure of student growth			
Highly effective	Effective	Developing	Ineffective
18-20	9-17	3-8	0-2

For educators for whom there is an approved Value-Added measure for student growth			
Highly effective	Effective	Developing	Ineffective
14-15	8-13	3-7	0-2

For classroom teachers of grades 4-8 ELA and math, state assessments will be used for the growth component (State-provided growth measure). It is anticipated that SED will score and report the state-provided growth measure (or value-added measure should the VAM system be approved by the Regents) no later than September 1st, following the school year the teacher is evaluated. If the state fails to provide scores by August 15th, the district will have 14 calendar days from the date of receipt to distribute the final APPR to teachers. Teachers will not be penalized in any way should such data not be received in a timely manner, which would result in an incomplete rating.

All other teachers of subjects where there is no state-provided measure of student growth on state assessments will have a growth measure based on either 3rd party assessments or Student Learning Objectives (SLO's):

Bayport - Blue Point High School Union Free School District

APPR Scoring Methodology for the **20% Local**

0-100% Scale Conversion Chart		
Based on 100% Scale	Ineffective	Converted to 20 Point Scale
0 - 15		0
16 - 35		1
36 - 49		2
Developing		
50 - 51		3
52 - 53		4
54 - 56		5
57 - 59		6
60 - 62		7
63 - 64		8
Effective		
65 - 67		9
68 - 69		10
70 - 71		11
72 - 73		12
74 - 75		13
76 - 77		14
78 - 79		15
80 - 81		16
82 - 84		17
Highly Effective		
85 - 90		18
91 - 95		19
96 - 100		20

Bayport - Blue Point High School Union Free School District

APPR Scoring Methodology for the **15% Local**

(for teachers in grades for which there is an approved value-added measure)

0-100% Scale Conversion Chart		
Based on 100% Scale	Ineffective	Converted to 15 Point Scale
0 - 15		0
16 - 32		1
33 - 50		2
Developing		
51		3
52		4
53 - 54		5
55 - 57		6
58 - 60		7
Effective		
61 - 63		8
64 - 66		9
67 - 69		10
70 - 74		11
75 - 79		12
80 - 84		13
Highly Effective		
85 - 92		14
93 - 100		15

20% Growth
 Conversion Charts
 1-4 Rubric to Sub-Component Score

Example	
1-4 Rubric Conversion Scale	
Based on 1-4 Rubric Rating	20 Point Conversion
Ineffective	
1	0
1.1	1
1.2	2
1.3	2
1.4	2
Developing	
1.5	3
1.6	4
1.7	4
1.8	5
1.9	5
2	6
2.1	7
2.2	7
2.3	8
2.4	8
Effective	
2.5	9
2.6	10
2.7	10
2.8	12
2.9	13
3	14
3.1	14
3.2	15
3.3	16
3.4	17
Highly Effective	
3.5	18
3.6	18
3.7	19
3.8	19
3.9	20
4	20

20% Growth
 Conversion Charts for Assessments
 Scored on 0-100 Scale

Example	
0-100 Point Scale Conversion Chart*	
Based on a 100 Point Scale	Converted to 1-4 Rating
Ineffective	
0	1
15	1.1
28	1.2
41	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65	2.5
67	2.6
69	2.7
71	2.8
73	2.9
75	3
77	3.1
79	3.2
82	3.3
84	3.4
Highly Effective	
85	3.5
88	3.6
91	3.7
94	3.8
97	3.9
100	4

Scoring Methodology for the 60% Teacher Effects

NYSUT recommends the outcomes/scores of the 60% Teacher Effects be tied to an average rubric score from 1-4. Using these standard scores will make the conversion to a rating easier to understand and compute.

Converting points to a rating

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated according to the rubric, that rating would determine where the teacher falls in the HEDI categories, and then the points are applied. For example, a teacher that scores 3.0 on the rubric would translate to a score in the "effective" range. The teacher would then receive 58 points toward the composite score.

Calculating Steps

- Taking into account the SED preset scales for the other two sub-components and the composite scores, NYSUT calculated the scale (point distribution) for each rating category (Highly Effective=59-60, Effective=57-58, Developing=50-56, Ineffective=0-49) for this sub-component.
- Once these sub-component scale scores were determined, NYSUT calculated how much each rubric score category of 1-4 would be worth, based on the number of points within each category. For example, a 1 on the rubric equates to an ineffective rating, the number of possible rubric points in the 1 range would need to equate to the 49 points of the ineffective subcomponent score. There are 6 possible rubric scores in the 1 range (1-1.4) and 49 points in that range, so each rubric score is worth 9.6 points within this category. This calculation was done for each category based on the possible number of rubric scores and the number of sub-component points within each category (rubric points in developing were worth 0.8 point, Effective were worth 0.2 point and Highly Effective were worth .25 point).

Teacher Effects Conversion Scale

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.

NYSUT TED Rubric Example

Assessment of Teacher Effectiveness Standard	Observation #1 and Evidence Score	Observation #2 and Evidence Score	Observation #3 and Evidence Score
Standard 1 Knowledge of Student and Student Learning	3		4
Standard 2 Knowledge of Content and Instructional Planning	4		
Standard 3 Instructional Practice	3		3
Standard 4 Learning Environment		3	
Standard 5 Assessment for Student Learning	2		4
Standard 6 Professional Responsibilities and Collaboration			3
Standard 7 Professional Growth			2
Subtotal of observation and evidence column	12	3	16
Divide by the number of standards evaluated in each column	12/4 = 3	3/1 = 3	16/5 = 3.2
Average the final scores	9.2/3 = 3.06		
Total score of Professional Practice 1-4 Rating	3.06		
HEDI Rating	Effective		
Sub-component score	58		

Bayport - Blue Point High School Union Free School District

APPR Scoring Methodology for the **60% Other Measures of Effectiveness**

Rubric Score to Sub-Component Conversion Chart		
Total Weighted Average Rubric Score	Ineffective	Conversion Score for Composite
1.0		0
1.1		12
1.2		25
1.3		37
1.4		49
	Developing	
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2.0		54
2.1		54
2.2		55
2.3		56
2.4		56
	Effective	
2.5		57
2.6		57
2.7		57
2.8		57
2.9		58
3.0		58
3.1		58
3.2		58
3.3		58
3.4		58
	Highly Effective	
3.5		59
3.6		59
3.7		60
3.8		60
3.9		60
4.0		60

Local Assessment Point Conversion Chart

Percent Meeting Proficiency on 2013 NYS ELA Assessment grades 4-5 District Wide	Only If state makes local worth 15 points 2012-2013**	If the state has the local worth 20 points for 2012- 2013**
0	0	0
1-2	1	1
3-4	2	2
5-9	3	3
10-14	4	4
15-19	5	5
20-24	6	6
25-29	7	7
30-34	8	8
35-39	9	9
40-44	10	10
45-49	11	11
50-54	11	12
55-60	11	13
61-64	12	14
65-69	13	15
70-74	13	16
75-79	14	17
80-84	14	18
85-90	14	19
91-100	15	20

Percent Meeting Proficiency on 2013 NYS ELA Assessment grades 6-8 District Wide	Only If state makes local worth 15 points 2012-2013**	If the state has the local worth 20 points for 2012-2013**
0	0	0
1-2	1	1
3-4	2	2
5-9	3	3
10-14	4	4
15-19	5	5
20-24	6	6
25-29	7	7
30-34	8	8
35-39	9	9
40-44	10	10
45-49	11	11
50-54	11	12
55-60	12	13
61-64	12	14
65-69	13	15
70-74	13	16
75-79	14	17
80-84	14	18
85-90	14	19
91-100	15	20

*Percent of Bayport - Blue Point High School Students Graduating in 4 years (2009 Cohort)	Only If state makes local worth 15 points 2012-2013**	If the state has the local worth 20 points for 2012-2013**
<60	0	0
60	1	1
61-62	2	2
63-64	3	3
65-66	4	4
67-68	5	5
69-70	6	6
71-72	7	7
73-74	8	8
75-76	9	9
77-78	10	10
79-80	11	11
81-82	11	12
83-84	12	13
85-86	12	14
87-88	13	15
89-90	13	16
91-92	14	17
93-94	14	18
95-96	14	19
97-100	15	20

****Any principal of a building that has greater than 20% special ed population receives 2 points added to his/her composite score for the locally selected measure, greater than 10% and less than 20% receives 1 pointed added to his/her composite score. No more then 2 points will added.**

COMPOSITE POINT TOTAL

The building principal's end of year evaluation shall consist of a total of **up to 150 raw points** (120 points assigned to the rubric/end year evaluation form (e.g. 30 sub-domains x 4 Highly Effective = 120) and 30 points assigned to submitted school documents) The principal will be assigned a final composite point total based upon his/her raw score following the conversion scale below:

CONVERSION SCALE

Raw Score	73-71	76-74	79-77	80-89	90-99	100-109	110-114	115-120	121-129	130-150
Scaled Score (points earned)	51	52	53	54	55	56	57	58	59	60
Raw Score	51-50	54-52	56-55	58-57	60-59	62-61	63-64	65-66	67-68	69-70
Scaled Score (points earned)	41	42	43	44	45	46	47	48	49	50

Raw Score	<35	41-36	43-42	45-44	47-46	49-48
Scaled Score (points earned)		36	37	38	39	40

If the principals rubric domain score (excluding the thirty (30) points for school documents) is 65 points or less the maximum points to be awarded to the school documents is set forth below:

65	29	59	23	53	17	47	11	41	5
64	28	58	22	52	16	46	10	40	4
63	27	57	21	51	15	45	9	39	3
62	26	56	20	50	14	44	8	38	2
61	25	55	19	49	13	43	7	37	1
60	24	54	18	48	12	42	6	36	1

**No points may be assigned to school documents if the rubric score is 35 or less

APPENDIX F

Principal Improvement Plan

The **Principal Improvement Plan (PIP)** is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concern. The purpose of a PIP is to assist principals to work to their fullest potential. The PIP provides assistance and feedback to the principal and establishes a timeline for assessing its overall effectiveness.

A PIP must be initiated whenever a principal receives a rating of *developing or ineffective* in a year-end evaluation. The PIP must be in place no later than 10 school days following the start of the student instructional year. Prior to its implementation the PIP will be signed and dated by all parties. The area or areas in need of improvement will be drawn from the evaluation criteria contained in the agreed upon rubric. The attached forms will be used during the PIP plan.

A PIP shall be designed by the principal and the superintendent in collaboration with the president of the *Association* or his/her designee with any differences to be resolved by a consensus determination. (The association president will be notified when the district notifies the principal of an ineffective or developing rating.)

The Principal must be offered the opportunity for a volunteer peer mentor chosen from the Association. The principal will select the mentor, with the approval of the Superintendent and the Association President. All dealings between the mentor and principal will be confidential. If there are no suitable mentors and/or no volunteers from the Association, the District shall offer an outside mentor to the Principal.

A statement of differentiated activities to support improvement shall be developed by the Superintendent of Schools or Assistant Superintendent after consultation with the Principal on the PIP and may include, but shall not be limited to: working with mentors, in-service training, education conferences and reference to professional writings based upon scientific research, collaboration with administrative colleagues. All costs associated with the aforementioned shall be born by the District.

No later than November 15th shall the Superintendent meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP; on or before February 1st the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP; on or before April 1st the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP. If at anytime, the Superintendent believes that the goals have been met by the principal he/she shall sign a written acknowledgement of attainment.

In addition the above meetings with the Superintendent the building principal shall meet with the Assistant Superintendent in charge of Curriculum monthly throughout the school year in order to discuss and assess the building principal's progress on the PIP and to be provided written feedback regarding his/her progress on the PIP. All meetings shall be documented on the attached form.

If at the end of the year the PIP goals are met or the administrator is rated "effective" the PIP will terminate.

If the principal is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the Superintendent in collaboration with the Association adhering to the

requirements contained herein with any additional measures in that subsequent school year the following the guidelines below.

The Principal Improvement Plan set forth herein will be used only for principals rated ineffective or developing in the 2012-13 school years and its use shall **sunset** for all evaluations completed after the 2012-13 school years. The parties agree to begin to renegotiate all aspects of the PIP no later than February 1, 2013.

Any PIP plan created for the 2012-13 school year must consist of the following components:

- I. **SPECIFIC AREAS FOR IMPROVEMENT**: Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES OF THE PIP**: Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.
- III. **RESPONSIBILITIES**: Identify steps to be taken by Superintendent and the principal throughout the Plan. Examples: school visits by the Superintendent; supervisory conferences between the principal and Superintendent; written reports and/or evaluations, etc.
- IV. **RESOURCES/ACTIVITIES**: Identify specific resources available to assist the principal to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.
- V. **EVIDENCE OF ACHIEVEMENT**: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. **TIMELINE**: Provide a specific Timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the Plan and finalize the dates as to required meetings and/or school visits, and/or workshops, etc.

SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

1. Student Performance and/or Engagement
2. Supervision of Staff
3. Fiscal Management
4. Community Relations

II. EXPECTED OUTCOMES

List of specific expectations related to targeted goals identified in Section I

III. RECOMMENDED RESOURCES/ACTIVITIES

1. List of specific activities related to targeted goals identified in Section I
2. List specific materials, people, workshop to be used to support the PIP

3. Identify the instrument or rubrics used to monitor progress
4. Danielson video or online PD (*Educational Impact or ASCD*)

IV. EVIDENCE OF ACHIEVEMENT

1. Identify how progress will be measured and assessed
2. Specify next steps to be taken based upon progress or lack thereof

V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

1. Identify dates for school visitations consistent with APPR Plan
2. Identify dates for progress meetings with Superintendent related to each identified targeted goal
3. Identify dates for quarterly assessment of overall progress

Superintendent

Date

Principal

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			

Principal Signature _____ Date _____
Assistant Supt. Signature _____ Date _____
Superintendent Signature _____ Date _____

**PRINCIPAL IMPROVEMENT PLAN
PROGRESS RECORD FORM**

	Summary of Meeting (Superintendent or Assist Supt)	SIGN-OFF BY BOTH PARTIES
Meeting #1 Date _____ _____		_____ _____
Meeting #2 Date _____		_____ _____
Meeting #3 Date _____		_____ _____
Meeting #4 Date _____		_____ _____

Meeting #5 Date _____		_____ _____
Meeting #6 Date _____		_____ _____
Meeting #7 Date _____		_____ _____

**Student Growth Measures (State's 20%)
State Assessments or Comparable Measures**

Twenty percent (20%) of a teacher's evaluation is determined by student growth on state assessments (25%- upon implementation of a value-added growth model). Data provided by the NYS Education Department has determined the number of points (out of a possible 20) that will be awarded.

For educators for whom there is no approved Value-Added measure of student growth			
Highly effective	Effective	Developing	Ineffective
18-20	9-17	3-8	0-2

For educators for whom there is an approved Value-Added measure for student growth			
Highly effective	Effective	Developing	Ineffective
14-15	8-13	3-7	0-2

For classroom teachers of grades 4-8 ELA and math, state assessments will be used for the growth component (State-provided growth measure). It is anticipated that SED will score and report the state-provided growth measure (or value-added measure should the VAM system be approved by the Regents) no later than September 1st, following the school year the teacher is evaluated. If the state fails to provide scores by August 15th, the district will have 14 calendar days from the date of receipt to distribute the final APPR to teachers. Teachers will not be penalized in any way should such data not be received in a timely manner, which would result in an incomplete rating.

All other teachers of subjects where there is no state-provided measure of student growth on state assessments will have a growth measure based on either 3rd party assessments or Student Learning Objectives (SLO's):

Bayport - Blue Point High School Union Free School District

APPR Scoring Methodology for the **20% Local**

0-100% Scale Conversion Chart		
Based on 100% Scale	Ineffective	Converted to 20 Point Scale
0 - 15		0
16 - 35		1
36 - 49		2
Developing		
50 - 51		3
52 - 53		4
54 - 56		5
57 - 59		6
60 - 62		7
63 - 64		8
Effective		
65 - 67		9
68 - 69		10
70 - 71		11
72 - 73		12
74 - 75		13
76 - 77		14
78 - 79		15
80 - 81		16
82 - 84		17
Highly Effective		
85 - 90		18
91 - 95		19
96 - 100		20

Bayport - Blue Point High School Union Free School District

APPR Scoring Methodology for the **15% Local**

(for teachers in grades for which there is an approved value-added measure)

0-100% Scale Conversion Chart	
Based on 100% Scale	Converted to 15 Point Scale
Ineffective	
0 - 15	0
16 - 32	1
33 - 50	2
Developing	
51	3
52	4
53 - 54	5
55 - 57	6
58 - 60	7
Effective	
61 - 63	8
64 - 66	9
67 - 69	10
70 - 74	11
75 - 79	12
80 - 84	13
Highly Effective	
85 - 92	14
93 - 100	15

20% Growth
 Conversion Charts
 1-4 Rubric to Sub-Component Score

Example	
1-4 Rubric Conversion Scale	
Based on 1-4 Rubric Rating	20 Point Conversion
Ineffective	
1	0
1.1	1
1.2	2
1.3	2
1.4	2
Developing	
1.5	3
1.6	4
1.7	4
1.8	5
1.9	5
2	6
2.1	7
2.2	7
2.3	8
2.4	8
Effective	
2.5	9
2.6	10
2.7	10
2.8	12
2.9	13
3	14
3.1	14
3.2	15
3.3	16
3.4	17
Highly Effective	
3.5	18
3.6	18
3.7	19
3.8	19
3.9	20
4	20

20% Growth
 Conversion Charts for Assessments
 Scored on 0-100 Scale

Example	
0-100 Point Scale Conversion Chart*	
Based on a 100 Point Scale	Converted to 1-4 Rating
Ineffective	
0	1
15	1.1
28	1.2
41	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65	2.5
67	2.6
69	2.7
71	2.8
73	2.9
75	3
77	3.1
79	3.2
82	3.3
84	3.4
Highly Effective	
85	3.5
88	3.6
91	3.7
94	3.8
97	3.9
100	4

Scoring Methodology for the 60% Teacher Effects

NYSUT recommends the outcomes/scores of the 60% Teacher Effects be tied to an average rubric score from 1-4. Using these standard scores will make the conversion to a rating easier to understand and compute.

Converting points to a rating

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated according to the rubric, that rating would determine where the teacher falls in the HEDI categories, and then the points are applied. For example, a teacher that scores 3.0 on the rubric would translate to a score in the "effective" range. The teacher would then receive 58 points toward the composite score.

Calculating Steps

- Taking into account the SED preset scales for the other two sub-components and the composite scores, NYSUT calculated the scale (point distribution) for each rating category (Highly Effective=59-60, Effective=57-58, Developing=50-56, Ineffective=0-49) for this sub-component.
- Once these sub-component scale scores were determined, NYSUT calculated how much each rubric score category of 1-4 would be worth, based on the number of points within each category. For example, a 1 on the rubric equates to an ineffective rating, the number of possible rubric points in the 1 range would need to equate to the 49 points of the ineffective subcomponent score. There are 6 possible rubric scores in the 1 range (1-1.4) and 49 points in that range, so each rubric score is worth 9.6 points within this category. This calculation was done for each category based on the possible number of rubric scores and the number of sub-component points within each category (rubric points in developing were worth 0.8 point, Effective were worth 0.2 point and Highly Effective were worth .25 point).

Teacher Effects Conversion Scale

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.

NYSUT TED Rubric Example

Assessment of Teacher Effectiveness Standard	Observation #1 and Evidence Score	Observation #2 and Evidence Score	Observation #3 and Evidence Score
Standard 1 Knowledge of Student and Student Learning	3		4
Standard 2 Knowledge of Content and Instructional Planning	4		
Standard 3 Instructional Practice	3		3
Standard 4 Learning Environment		3	
Standard 5 Assessment for Student Learning	2		4
Standard 6 Professional Responsibilities and Collaboration			3
Standard 7 Professional Growth			2
Subtotal of observation and evidence column	12	3	16
Divide by the number of standards evaluated in each column	12/4 = 3	3/1 = 3	16/5 = 3.2
Average the final scores	9.2/3 = 3.06		
Total score of Professional Practice 1-4 Rating	3.06		
HEDI Rating	Effective		
Sub-component score	58		

Bayport - Blue Point High School Union Free School District

APPR Scoring Methodology for the **60% Other Measures of Effectiveness**

Rubric Score to Sub-Component Conversion Chart		
Total Weighted Average Rubric Score	Ineffective	Conversion Score for Composite
1.0		0
1.1		12
1.2		25
1.3		37
1.4		49
	Developing	
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2.0		54
2.1		54
2.2		55
2.3		56
2.4		56
	Effective	
2.5		57
2.6		57
2.7		57
2.8		57
2.9		58
3.0		58
3.1		58
3.2		58
3.3		58
3.4		58
	Highly Effective	
3.5		59
3.6		59
3.7		60
3.8		60
3.9		60
4.0		60

**BAYPORT – BLUE POINT UNION FREE SCHOOL DISTRICT
THE TEACHER IMPROVEMENT PLAN (TIP) WORKSHEET**

If a teacher’s performance is evaluated as “ineffective” or “developing”, the principal shall be required to develop a teacher improvement plan (TIP) in conjunction with the teacher. The TIP will be implemented within ten days of the start of the school year within which the TIP will be applied. The TIP shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated. The TIP is not considered disciplinary in nature. The sole purpose of the TIP is the improvement of teaching practice.

The TIP will describe the professional learning activities that the educator must complete. These activities will be connected to the areas needing improvement. The artifacts that the teacher must produce that can serve as benchmarks of their improvement and as evidence for the final stage of their TIP will be described and could include items such as lessons, student work, or unit plans. The TIP will state the specific additional support and assistance that the educator will receive. All costs associated with the implementation of a TIP, including, but not limited to, tuition, fees, books, and travel, shall be borne by the District in their entirety. In the final stage of the improvement, the teacher should meet with their supervisor to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the teacher.

Name of Teacher: _____

Building: _____

Subject/Grade Level: _____

Evaluator: _____

BBPTA Representative: _____

Effective Date: _____

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them

Priority	Area needing improvement	Performance goal

Describe the plan for improvement with specific, measurable objectives, timeline, and process the teacher must meet in order to achieve an effective rating.

Describe the professional development opportunities, materials, resources and supports the District will make available.

Assignment of a Mentor Teacher: yes no

Name of Mentor _____

The teacher, evaluator, mentor (if applicable) and an Association representative (if requested by the teacher) shall meet on the following date _____ to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Evaluator's Signature _____ Date _____

Teacher's Signature _____ Date _____

BBPTA Representative's Signature _____ Date _____

OR Teacher's Initials Waiving BBPTA Representation _____ Date _____

TIP Meeting Dates and Records

The teacher and evaluator are expected to meet as needed throughout the TIP implementation. For each meeting date the evaluator will prepare an anecdotal record that will be attached to this document. Each anecdotal record will include, but not be limited to, the following: 1) people present at the meeting, 2). progress towards indicated performance goals, 3) points of agreement, 4) points of disagreement, and 5) modifications or suggestions for action to reach TIP goals.

Meeting Date: _____
Teacher Comments:

Recommendation for Results of TIP

- The teacher has met the performance goals identified through the TIP.
- The teacher has not met the performance goals.

Evaluator's Signature _____ Date _____

Teacher's Signature _____ Date _____

BBPTA Representative's Signature _____ Date _____

OR Teacher's Initials Waiving BBPTA Representation _____ Date _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

**Student Growth Measures (State's 20%)
State Assessments or Comparable Measures**

Twenty percent (20%) of a teacher's evaluation is determined by student growth on state assessments (25%- upon implementation of a value-added growth model). Data provided by the NYS Education Department has determined the number of points (out of a possible 20) that will be awarded.

For educators for whom there is no approved Value-Added measure of student growth			
Highly effective	Effective	Developing	Ineffective
18-20	9-17	3-8	0-2

For educators for whom there is an approved Value-Added measure for student growth			
Highly effective	Effective	Developing	Ineffective
14-15	8-13	3-7	0-2

For classroom teachers of grades 4-8 ELA and math, state assessments will be used for the growth component (State-provided growth measure). It is anticipated that SED will score and report the state-provided growth measure (or value-added measure should the VAM system be approved by the Regents) no later than September 1st, following the school year the teacher is evaluated. If the state fails to provide scores by August 15th, the district will have 14 calendar days from the date of receipt to distribute the final APPR to teachers. Teachers will not be penalized in any way should such data not be received in a timely manner, which would result in an incomplete rating.

All other teachers of subjects where there is no state-provided measure of student growth on state assessments will have a growth measure based on either 3rd party assessments or Student Learning Objectives (SLO's):

Bayport - Blue Point High School Union Free School District

APPR Scoring Methodology for the **20% Local**

0-100% Scale Conversion Chart		
Based on 100% Scale	Ineffective	Converted to 20 Point Scale
0 - 15		0
16 - 35		1
36 - 49		2
Developing		
50 - 51		3
52 - 53		4
54 - 56		5
57 - 59		6
60 - 62		7
63 - 64		8
Effective		
65 - 67		9
68 - 69		10
70 - 71		11
72 - 73		12
74 - 75		13
76 - 77		14
78 - 79		15
80 - 81		16
82 - 84		17
Highly Effective		
85 - 90		18
91 - 95		19
96 - 100		20

Bayport - Blue Point High School Union Free School District

APPR Scoring Methodology for the **15% Local**

(for teachers in grades for which there is an approved value-added measure)

0-100% Scale Conversion Chart		
Based on 100% Scale	Ineffective	Converted to 15 Point Scale
0 - 15		0
16 - 32		1
33 - 50		2
Developing		
51		3
52		4
53 - 54		5
55 - 57		6
58 - 60		7
Effective		
61 - 63		8
64 - 66		9
67 - 69		10
70 - 74		11
75 - 79		12
80 - 84		13
Highly Effective		
85 - 92		14
93 - 100		15

20% Growth
 Conversion Charts
 1-4 Rubric to Sub-Component Score

Example	
1-4 Rubric Conversion Scale	
Based on 1-4 Rubric Rating	20 Point Conversion
Ineffective	
1	0
1.1	1
1.2	2
1.3	2
1.4	2
Developing	
1.5	3
1.6	4
1.7	4
1.8	5
1.9	5
2	6
2.1	7
2.2	7
2.3	8
2.4	8
Effective	
2.5	9
2.6	10
2.7	10
2.8	12
2.9	13
3	14
3.1	14
3.2	15
3.3	16
3.4	17
Highly Effective	
3.5	18
3.6	18
3.7	19
3.8	19
3.9	20
4	20

20% Growth
 Conversion Charts for Assessments
 Scored on 0-100 Scale

Example	
0-100 Point Scale Conversion Chart*	
Based on a 100 Point Scale	Converted to 1-4 Rating
Ineffective	
0	1
15	1.1
28	1.2
41	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65	2.5
67	2.6
69	2.7
71	2.8
73	2.9
75	3
77	3.1
79	3.2
82	3.3
84	3.4
Highly Effective	
85	3.5
88	3.6
91	3.7
94	3.8
97	3.9
100	4

Scoring Methodology for the 60% Teacher Effects

NYSUT recommends the outcomes/scores of the 60% Teacher Effects be tied to an average rubric score from 1-4. Using these standard scores will make the conversion to a rating easier to understand and compute.

Converting points to a rating

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated according to the rubric, that rating would determine where the teacher falls in the HEDI categories, and then the points are applied. For example, a teacher that scores 3.0 on the rubric would translate to a score in the "effective" range. The teacher would then receive 58 points toward the composite score.

Calculating Steps

- Taking into account the SED preset scales for the other two sub-components and the composite scores, NYSUT calculated the scale (point distribution) for each rating category (Highly Effective=59-60, Effective=57-58, Developing=50-56, Ineffective=0-49) for this sub-component.
- Once these sub-component scale scores were determined, NYSUT calculated how much each rubric score category of 1-4 would be worth, based on the number of points within each category. For example, a 1 on the rubric equates to an ineffective rating, the number of possible rubric points in the 1 range would need to equate to the 49 points of the ineffective subcomponent score. There are 6 possible rubric scores in the 1 range (1-1.4) and 49 points in that range, so each rubric score is worth 9.6 points within this category. This calculation was done for each category based on the possible number of rubric scores and the number of sub-component points within each category (rubric points in developing were worth 0.8 point, Effective were worth 0.2 point and Highly Effective were worth .25 point).

Teacher Effects Conversion Scale

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.

NYSUT TED Rubric Example

Assessment of Teacher Effectiveness Standard	Observation #1 and Evidence Score	Observation #2 and Evidence Score	Observation #3 and Evidence Score
Standard 1 Knowledge of Student and Student Learning	3		4
Standard 2 Knowledge of Content and Instructional Planning	4		
Standard 3 Instructional Practice	3		3
Standard 4 Learning Environment		3	
Standard 5 Assessment for Student Learning	2		4
Standard 6 Professional Responsibilities and Collaboration			3
Standard 7 Professional Growth			2
Subtotal of observation and evidence column	12	3	16
Divide by the number of standards evaluated in each column	12/4 = 3	3/1 = 3	16/5 = 3.2
Average the final scores	9.2/3 = 3.06		
Total score of Professional Practice 1-4 Rating	3.06		
HEDI Rating	Effective		
Sub-component score	58		

Bayport - Blue Point High School Union Free School District

APPR Scoring Methodology for the **60% Other Measures of Effectiveness**

Rubric Score to Sub-Component Conversion Chart		
Total Weighted Average Rubric Score	Ineffective	Conversion Score for Composite
1.0		0
1.1		12
1.2		25
1.3		37
1.4		49
	Developing	
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2.0		54
2.1		54
2.2		55
2.3		56
2.4		56
	Effective	
2.5		57
2.6		57
2.7		57
2.8		57
2.9		58
3.0		58
3.1		58
3.2		58
3.3		58
3.4		58
	Highly Effective	
3.5		59
3.6		59
3.7		60
3.8		60
3.9		60
4.0		60

READING 7	District, Regional or BOCES developed
READING 8	District, Regional or BOCES developed
READING ADVANCEMENT 6	District, Regional or BOCES developed
READING ADVANCEMENT 7	District, Regional or BOCES developed
READING ADVANCEMENT 8	District, Regional or BOCES developed
RESOURCE ROOM Grade 6	District, Regional or BOCES developed
RESOURCE ROOM Grade 7	District, Regional or BOCES developed
RESOURCE ROOM Grade 8	District, Regional or BOCES developed
Science 6	District, Regional or BOCES developed
Science 7	District, Regional or BOCES developed
Science 8	District, Regional or BOCES developed
SCIENCE RESEARCH 7 & 8	District, Regional or BOCES developed
SOCIAL STUDIES 6	District, Regional or BOCES developed
SOCIAL STUDIES 7	District, Regional or BOCES developed
SOCIAL STUDIES 8	District, Regional or BOCES developed
SPANISH I	District, Regional or BOCES developed
SPANISH I-7	District, Regional or BOCES developed
SPEECH LANGUAGE 6	District, Regional or BOCES developed
SPEECH LANGUAGE 7	District, Regional or BOCES developed
SPEECH LANGUAGE 8	District, Regional or BOCES developed
STUDY SKILLS 6	District, Regional or BOCES developed
TECHNOLOGY 7	District, Regional or BOCES developed
TECHNOLOGY 8	District, Regional or BOCES developed
The Physical Setting: Earth Science Regents	District, Regional or BOCES developed
Music K	District, Regional or BOCES developed
Music 1	District, Regional or BOCES developed
Music 2	District, Regional or BOCES developed
Music 3	District, Regional or BOCES developed
Music 4	District, Regional or BOCES developed
Music 5	District, Regional or BOCES developed
Art K	District, Regional or BOCES developed
Art 1	District, Regional or BOCES developed
Art 2	District, Regional or BOCES developed
Art 3	District, Regional or BOCES developed
Art 4	District, Regional or BOCES developed
Art 5	District, Regional or BOCES developed
Library K	District, Regional or BOCES developed
Library 1	District, Regional or BOCES developed
Library 2	District, Regional or BOCES developed
Library 3	District, Regional or BOCES developed
Library 4	District, Regional or BOCES developed
Library 5	District, Regional or BOCES developed
Resource Room K	District, Regional or BOCES developed
Resource Room 1	District, Regional or BOCES developed
Resource Room 2	District, Regional or BOCES developed
Resource Room 3	District, Regional or BOCES developed
Resource Room 4	District, Regional or BOCES developed

Resource Room 5	District, Regional or BOCES developed
AIS ELA K	District, Regional or BOCES developed
AIS ELA 1	District, Regional or BOCES developed
AIS ELA 2	District, Regional or BOCES developed
AIS ELA 3	District, Regional or BOCES developed
AIS ELA 4	District, Regional or BOCES developed
AIS ELA 5	District, Regional or BOCES developed
AIS Math K	District, Regional or BOCES developed
AIS Math 1	District, Regional or BOCES developed
AIS Math 2	District, Regional or BOCES developed
AIS Math 3	District, Regional or BOCES developed
AIS Math 4	District, Regional or BOCES developed
AIS Math 5	District, Regional or BOCES developed
FLEX	District, Regional or BOCES developed
Physical Education K	District, Regional or BOCES developed
Physical Education 1	District, Regional or BOCES developed
Physical Education 2	District, Regional or BOCES developed
Physical Education 3	District, Regional or BOCES developed
Physical Education 4	District, Regional or BOCES developed
Physical Education 5	District, Regional or BOCES developed
Reading K	District, Regional or BOCES developed
Reading 1	District, Regional or BOCES developed
Reading 2	District, Regional or BOCES developed
Reading 3	District, Regional or BOCES developed
Reading 4	District, Regional or BOCES developed
Reading 5	District, Regional or BOCES developed
Speech K	District, Regional or BOCES developed
Speech 1	District, Regional or BOCES developed
Speech 2	District, Regional or BOCES developed
Speech 3	District, Regional or BOCES developed
Speech 4	District, Regional or BOCES developed
Speech 5	District, Regional or BOCES developed
Communication Skills	District, Regional or BOCES developed
Community Access Skills	District, Regional or BOCES developed
English 9RM/Global 9RM-Lab	District, Regional or BOCES developed
ESL - Advanced	District, Regional or BOCES developed
ESL - Intermediate	District, Regional or BOCES developed
Academic Skills LP	District, Regional or BOCES developed
Accounting I	District, Regional or BOCES developed
Adv. Ceramics-Spring	District, Regional or BOCES developed
Advanced Ceramics/Fall	District, Regional or BOCES developed
Advanced Placement Music Theory	District, Regional or BOCES developed
Advanced Studio/Spring	District, Regional or BOCES developed
Algebra II/Trigonometry	District, Regional or BOCES developed
AP Biology	District, Regional or BOCES developed
AP Calculus	District, Regional or BOCES developed
AP Chemistry	District, Regional or BOCES developed

AP English Language & Composition	District, Regional or BOCES developed
AP English Literature and Composition	District, Regional or BOCES developed
AP European History	District, Regional or BOCES developed
AP Government & Politics: US Comparative	District, Regional or BOCES developed
AP Physics B	District, Regional or BOCES developed
AP Psychology	District, Regional or BOCES developed
AP Statistics	District, Regional or BOCES developed
AP United States History	District, Regional or BOCES developed
Art LP	District, Regional or BOCES developed
Business Computer Applications I	District, Regional or BOCES developed
Business Computer Applications II	District, Regional or BOCES developed
Career Exploration Alternate Days	District, Regional or BOCES developed
Cartooning	District, Regional or BOCES developed
Ceramics	District, Regional or BOCES developed
Chorus	District, Regional or BOCES developed
Cinema	District, Regional or BOCES developed
College Preparation	District, Regional or BOCES developed
College Topics M	District, Regional or BOCES developed
Comprehensive Foundations of Music	District, Regional or BOCES developed
Concert Band	District, Regional or BOCES developed
Creative Writing	District, Regional or BOCES developed
Criminal Justice	District, Regional or BOCES developed
Current Issues	District, Regional or BOCES developed
Current Issues in Science	District, Regional or BOCES developed
Current Issues in Science M	District, Regional or BOCES developed
Digital Media	District, Regional or BOCES developed
Digital Photography	District, Regional or BOCES developed
Digital Photography II	District, Regional or BOCES developed
Drawing & Painting I	District, Regional or BOCES developed
Economics 12R	District, Regional or BOCES developed
Economics 12RM	District, Regional or BOCES developed
Reading 9-(Alt)	District, Regional or BOCES developed
English 10R	District, Regional or BOCES developed
Reading 10-(Alt)	District, Regional or BOCES developed
English 10RM	District, Regional or BOCES developed
English 11R	District, Regional or BOCES developed
Reading 11-(Alt)	District, Regional or BOCES developed
English 11RM	District, Regional or BOCES developed
English 12R	District, Regional or BOCES developed
English 12RM	District, Regional or BOCES developed
English 9 Workshop	District, Regional or BOCES developed
English 9	District, Regional or BOCES developed
Pre - AP English 9	District, Regional or BOCES developed
Reading M (Alt)	District, Regional or BOCES developed
Resource Room	District, Regional or BOCES developed
Resource Room (Full Year)	District, Regional or BOCES developed
Resource Room (Full Year)	District, Regional or BOCES developed

Resource Room (Full Year)	District, Regional or BOCES developed
Resource Room (Full Year)	District, Regional or BOCES developed
Resource Room (Full Year)	District, Regional or BOCES developed
Resource Room (Full Year)	District, Regional or BOCES developed
Environmental Science	District, Regional or BOCES developed
Fashion Illustration	District, Regional or BOCES developed
Finite Mathematics	District, Regional or BOCES developed
Modified Physical Education	District, Regional or BOCES developed
Physical Education	District, Regional or BOCES developed
Physical Education-Project Adventure I	District, Regional or BOCES developed
Physical Education-Project Adventure II	District, Regional or BOCES developed
French III	District, Regional or BOCES developed
French II	District, Regional or BOCES developed
French IV	District, Regional or BOCES developed
French V	District, Regional or BOCES developed
Geometry Enriched	District, Regional or BOCES developed
Geometry Workshop	District, Regional or BOCES developed
Geometry	District, Regional or BOCES developed
Geometry	District, Regional or BOCES developed
Geometry	District, Regional or BOCES developed
Global History & Geography Workshop 10	District, Regional or BOCES developed
Global History & Geography Workshop 9	District, Regional or BOCES developed
Global Hist&Geog I 9	District, Regional or BOCES developed
Global History & Geography I 9RM	District, Regional or BOCES developed
Global History & Geography II 10	District, Regional or BOCES developed
Global History & Geography II 10RM	District, Regional or BOCES developed
Government 12RM	District, Regional or BOCES developed
Health Alt.	District, Regional or BOCES developed
History Through Film	District, Regional or BOCES developed
iLead	District, Regional or BOCES developed
Integrated Algebra	District, Regional or BOCES developed
Integrated Algebra M Co T	District, Regional or BOCES developed
Integrated Algebra Workshop	District, Regional or BOCES developed
Integrated Algebra M	District, Regional or BOCES developed
Integrated Geometry M	District, Regional or BOCES developed
Internship Seminar	District, Regional or BOCES developed
Introduction to Research Alt.	District, Regional or BOCES developed
Introduction to Sports Medicine	District, Regional or BOCES developed
Introduction to Theatre Arts	District, Regional or BOCES developed
Journalism	District, Regional or BOCES developed
Local Studies	District, Regional or BOCES developed
Marine Biology	District, Regional or BOCES developed
Mathematics & Financial Applications	District, Regional or BOCES developed
Orchestra	District, Regional or BOCES developed
Participation in Government	District, Regional or BOCES developed
Portfolio Preparation/Fall	District, Regional or BOCES developed
Pre - AP English 10	District, Regional or BOCES developed

Pre - AP Global History & Geography I	District, Regional or BOCES developed
Pre-Calculus	District, Regional or BOCES developed
Pre-Calculus Enriched	District, Regional or BOCES developed
Principles of Marketing	District, Regional or BOCES developed
Communication Arts:Public Speaking	District, Regional or BOCES developed
Science Skills ES	District, Regional or BOCES developed
Science Skills LE	District, Regional or BOCES developed
Sculpture/Fall	District, Regional or BOCES developed
Sculpture/Spring	District, Regional or BOCES developed
Sociology	District, Regional or BOCES developed
Spanish I	District, Regional or BOCES developed
Spanish II	District, Regional or BOCES developed
Spanish III	District, Regional or BOCES developed
Spanish IV	District, Regional or BOCES developed
Spanish V	District, Regional or BOCES developed
Speech	District, Regional or BOCES developed
Speed Reading	District, Regional or BOCES developed
Sports & Entertainment Marketing	District, Regional or BOCES developed
Sports Medicine II	District, Regional or BOCES developed
Studio-in-Art	District, Regional or BOCES developed
Studio-in-Art	District, Regional or BOCES developed
Studio-in-Crafts	District, Regional or BOCES developed
Symphonic Band	District, Regional or BOCES developed
The Living Environment Biology Regents	District, Regional or BOCES developed
The Living Environment: Biology RM	District, Regional or BOCES developed
The Phys Setting:Regents Chemistry Acc/Lab	District, Regional or BOCES developed
The Physical Setting: Chemistry Regents	District, Regional or BOCES developed
The Physical Setting: Earth Sci RM	District, Regional or BOCES developed
The Physical Setting: Earth Science Regents	District, Regional or BOCES developed
The Physical Setting: Physics Regents	District, Regional or BOCES developed
Theatre Arts II	District, Regional or BOCES developed
US History & Government 11R	District, Regional or BOCES developed
US History & Government Workshop 11R	District, Regional or BOCES developed
US History & Government 11RM	District, Regional or BOCES developed
Vocational Skills LP	District, Regional or BOCES developed

BBP District Developed Art 6 Assessment
BBP District Developed Art 7 Assessment
BBP District Developed Art 8 Assessment
BBP District Developed Band 8 Assessment
BBP District Developed Chorus 6 Assessment
BBP District Developed Chorus 7 Assessment
BBP District Developed Chorus 8 Assessment
BBP District Developed ELA Grade 7 Assessment
BBP District Developed ELA Grade 8 Assessment
BBP District Developed ELA Grade 6 Assessment
BBP District Developed ELA Grade 7 Assessment
BBP District Developed ELA Grade 8 Assessment
BBP District Developed ELA Grade 6 Assessment
NYS ELA Grade 6
BBP District Developed ELA Grade 8 Assessment
BBP District Developed ELA Grade 7 Assessment
BBP District Developed ELA Grade 7 Assessment
NYESLAT
BBP District Developed Exploratory Second Language Assessment
BBP District Developed Technology 6 Assessment
BBP District Developed French 1 Assessment
BBP District Developed French 1-7 Assessment
BBP District Developed General Music 1 Assessment
BBP District Developed General Music 2 Assessment
BBP District Developed General Music 6 Assessment
BBP District Developed General Music 7 Assessment
NYS ELA Grade 6 Assessment
NYS ELA Grade 8 Assessment
BBP District Developed Home and Careers 6 Assessment
BBP District Developed Home and Careers 7 Assessment
NYS Regents Integrated Algebra
BBP District Developed Library 6 Assessment
BBP District Developed Library 7 Assessment
BBP District Developed Library 8 Assessment
BBP District Developed Math Grade 6 Assessment
BBP District Developed Math Grade 6 Assessment
BBP District Developed Math Grade 7 Assessment
BBP District Developed Math Grade 7 Assessment
BBP District Developed Math Grade 8 Assessment
BBP District Developed Orchestra 6 Assessment
BBP District Developed Orchestra 7 Assessment
BBP District Developed Orchestra 8 Assessment
BBP District Developed ELA Grade 6 Assessment
BBP District Developed ELA Grade 7 Assessment
BBP District Developed ELA Grade 8 Assessment
BBP District Developed ELA Grade 6 Assessment

BBP District Developed ELA Grade 7 Assessment
BBP District Developed ELA Grade 8 Assessment
BBP District Developed ELA Grade 6 Assessment
BBP District Developed ELA Grade 7 Assessment
BBP District Developed ELA Grade 8 Assessment
BBP District Developed ELA Grade 6 Assessment
BBP District Developed ELA Grade 7 Assessment
BBP District Developed ELA Grade 8 Assessment
BBP District Developed Science 6 Assessment
BBP District Developed Science 7 Assessment
BBP District Developed Science 7 Assessment
BBP District Developed Science Research 7-8 Assessment
BBP District Developed Social Studies 6 Assessment
BBP District Developed Social Studies 6 Assessment
BBP District Developed Social Studies 7 Assessment
BBP District Developed Spanish 1 Assessment
BBP District Developed Spanish 1-7 Assessment
BBP District Developed ELA Grade 6 Assessment
BBP District Developed ELA Grade 7 Assessment
BBP District Developed ELA Grade 8 Assessment
BBP District Developed Study Skills 6 Assessment
BBP District Developed Technology 7 Assessment
BBP District Developed Technology 8 Assessment
BBP District Developed Earth Science Assessment
BBP District Developed K Music Assessment
BBP District Developed 1 Music Assessment
BBP District Developed 2 Music Assessment
BBP District Developed 3 Music Assessment
BBP District Developed 4 Music Assessment
BBP District Developed 5 Music Assessment
BBP District Developed Art K Assessment
BBP District Developed Art 1 Assessment
BBP District Developed Art 2 Assessment
BBP District Developed Art 3 Assessment
BBP District Developed Art 4 Assessment
BBP District Developed Art 5 Assessment
BBP District Developed K ELA Assessment
BBP District Developed 1 ELA Assessment
BBP District Developed 2 ELA Assessment
BBP District Developed 3 ELA Assessment
BBP District Developed 4 ELA Assessment
BBP District Developed 5 ELA Assessment
BBP District Developed K ELA Assessment
BBP District Developed 1 ELA Assessment
BBP District Developed 2 ELA Assessment
BBP District Developed 3 ELA Assessment
BBP District Developed 4 ELA Assessment

BBP District Developed 5 ELA Assessment
BBP District Developed K ELA Assessment
BBP District Developed 1 ELA Assessment
BBP District Developed 2 ELA Assessment
BBP District Developed 3 ELA Assessment
BBP District Developed 4 ELA Assessment
BBP District Developed 5 ELA Assessment
BBP District Developed Wide K Math Assessment
BBP District Developed Wide 1 Math Assessment
BBP District Developed 2 Math Assessment
BBP District Developed 3 Math Assessment
BBP District Developed 4 Math Assessment
BBP District Developed 5 Math Assessment
BBP District Developed FLEX Assessment
BBP District Developed Physical Education K Assessment
BBP District Developed Physical Education 1 Assessment
BBP District Developed Physical Education 2 Assessment
BBP District Developed Physical Education 3 Assessment
BBP District Developed Physical Education 4 Assessment
BBP District Developed Physical Education 5 Assessment
BBP District Developed K ELA Assessment
BBP District Developed 1 ELA Assessment
BBP District Developed 2 ELA Assessment
BBP District Developed 3 ELA Assessment
BBP District Developed 4 ELA Assessment
BBP District Developed 5 ELA Assessment
BBP District Developed K ELA Assessment
BBP District Developed 1 ELA Assessment
BBP District Developed 2 ELA Assessment
BBP District Developed 3 ELA Assessment
BBP District Developed 4 ELA Assessment
BBP District Developed 5 ELA Assessment
BBP District Developed Communication Skills Assessment
BBP District Developed Academic Skills LP Assessment
BBP District Developed Accounting I Assessment
BBP District Developed Adv. Ceramics-Spring Assessment
BBP District Developed Advanced Ceramics Assessment
BBP District Developed Advanced Placement Music Theory Assessment
BBP District Developed Advanced Studio/Spring Assessment
BBP District Developed Algebra II/Trigonometry Assessment
BBP District Developed AP Biology Assessment
BBP District Developed AP Calculus Assessment
BBP District Developed AP Chemistry Assessment

BBP District Developed AP English 11 Assessment
BBP District Developed AP English 12 Assessment
BBP District Developed AP European History Assessment
BBP District Developed AP Government & Politics Assessment
BBP District Developed AP Physics B Assessment
BBP District Developed AP Psychology Assessment
BBP District Developed AP Statistics Assessment
BBP District Developed AP United States History Assessment
BBP District Developed Art LP Assessment
BBP District Developed Business Computer Applications I Assessment
BBP District Developed Business Computer Applications II Assessment
BBP District Developed Career Exploration Assessment
BBP District Developed Cartooning Assessment
BBP District Developed Ceramics Assessment
BBP District Developed Chorus Assessment
BBP District Developed Cinema Assessment
BBP District Developed College Preparation Assessment
BBP District Developed College Topics M Assessment
BBP District Developed Comprehensive Foundations of Music Assessment
BBP District Developed Concert Band Assessment
BBP District Developed Creative Writing Assessment
BBP District Developed Criminal Justice Assessment
BBP District Developed Current Issues Assessment
BBP District Developed Current Issues in Science Assessment
BBP District Developed Current Issues in Science M Assessment
BBP District Developed Digital Media Assessment
BBP District Developed Digital Photography Assessment
BBP District Developed Digital Photography II Assessment
BBP District Developed Drawing & Painting I Assessment
BBP District Developed Economics 12 Assessment
BBP District Developed Economics 12RM Assessment
BBP District Developed English 9 Assessment
BBP District Developed English 10 Assessment
BBP District Developed English 10 Assessment
BBP District Developed English 10RM Assessment
BBP District Developed English 11 Assessment
BBP District Developed English 11 Assessment
BBP District Developed English 11RM Assessment
BBP District Developed English 12 Assessment
BBP District Developed English 12RM Assessment
BBP District Developed English 9 Assessment
BBP District Developed English 9 Assessment
BBP District Developed English 9 Assessment
BBP District Developed English Grade Level Assessment

BBP District Developed English Grade Level Assessment
BBP District Developed English Grade Level Assessment
BBP District Developed English Grade Level Assessment
BBP District Developed English Grade Level Assessment
BBP District Developed Environmental Science Assessment
BBP District Developed Fashion Illustration Assessment
BBP District Developed Finite Mathematics Assessment
BBP District Developed Fitness Gram Assessment
BBP District Developed FLACS Checkpoint B French Assessment
BBP District Developed French II Assessment
BBP District Developed French IV Assessment
BBP District Developed French V Assessment
BBP District Developed Geometry Assessment
BBP District Developed Global History & Geography 10 Assessment
BBP District Developed Global History & Geography 9 Assessment
BBP District Developed Global History & Geography I 9 Assessment
BBP District Developed Global History & Geography I 9RM Assessment
BBP District Developed Global History & Geography II 10 Assessment
BBP District Developed Global History & Geography II 10RM Assessment
BBP District Developed Government 12RM Assessment
BBP District Developed Health Assessment
BBP District Developed History Through Film Assessment
BBP District Developed iLead Assessment
BBP District Developed Integrated Algebra M Assessment
BBP District Developed Integrated Geometry M Assessment
BBP District Developed Internship Seminar Assessment
BBP District Developed Introduction to Research Assessment
BBP District Developed Introduction to Sports Medicine Assessment
BBP District Developed Introduction to Theatre Arts Assessment
BBP District Developed Journalism Assessment
BBP District Developed Local Studies Assessment
BBP District Developed Marine Biology Assessment
BBP District Developed Mathematics & Financial Applications Assessment
BBP District Developed Orchestra Assessment
BBP District Developed Participation in Government Assessment
BBP District Developed Portfolio Preparation Assessment
BBP District Developed Pre - AP English 10 Assessment

BBP District Developed Pre - AP Global History & Geography I Assessment
BBP District Developed Pre-Calculus Assessment
BBP District Developed Pre-Calculus Enriched Assessment
BBP District Developed Principles of Marketing Assessment
BBP District Developed Public Speaking Assessment
BBP District Developed Science Skills ES Assessment
BBP District Developed Science Skills LE Assessment
BBP District Developed Sculpture Assessment
BBP District Developed Sculpture Assessment
BBP District Developed Sociology Assessment
BBP District Developed Spanish I Assessment
BBP District Developed Spanish II Assessment
BBP District Developed Spanish III Assessment
BBP District Developed Spanish IV Assessment
BBP District Developed Spanish V Assessment
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BBP District Developed Sports Medicine II Assessment
BBP District Developed Studio-in-Art Assessment
BBP District Developed Studio-in-Art Assessment
BBP District Developed Studio-in-Crafts Assessment
BBP District Developed Symphonic Band Assessment
BBP District Developed The Living Environment Biology Assessment
BBP District Developed The Living Environment: Biology Assessment
BBP District Developed The Phys Setting: Regents Chemistry Assessment
BBP District Developed The Physical Setting: Chemistry Assessment
BBP District Developed The Physical Setting: Earth Sci Assessment
BBP District Developed The Physical Setting: Earth Science Assessment
BBP District Developed The Physical Setting: Physics Assessment
BBP District Developed Theatre Arts II Assessment
BBP District Developed US History & Government 11 Assessment
BBP District Developed US History & Government 11 Assessment
BBP District Developed US History & Government 11RM Assessment
BBP District Developed Vocational Skills LP Assessment

**Student Growth Measures (State's 20%)
State Assessments or Comparable Measures**

Twenty percent (20%) of a teacher's evaluation is determined by student growth on state assessments (25%- upon implementation of a value-added growth model). Data provided by the NYS Education Department has determined the number of points (out of a possible 20) that will be awarded.

For educators for whom there is no approved Value-Added measure of student growth			
Highly effective	Effective	Developing	Ineffective
18-20	9-17	3-8	0-2

For educators for whom there is an approved Value-Added measure for student growth			
Highly effective	Effective	Developing	Ineffective
14-15	8-13	3-7	0-2

For classroom teachers of grades 4-8 ELA and math, state assessments will be used for the growth component (State-provided growth measure). It is anticipated that SED will score and report the state-provided growth measure (or value-added measure should the VAM system be approved by the Regents) no later than September 1st, following the school year the teacher is evaluated. If the state fails to provide scores by August 15th, the district will have 14 calendar days from the date of receipt to distribute the final APPR to teachers. Teachers will not be penalized in any way should such data not be received in a timely manner, which would result in an incomplete rating.

All other teachers of subjects where there is no state-provided measure of student growth on state assessments will have a growth measure based on either 3rd party assessments or Student Learning Objectives (SLO's):

Bayport - Blue Point High School Union Free School District

APPR Scoring Methodology for the **20% Local**

0-100% Scale Conversion Chart		
Based on 100% Scale	Ineffective	Converted to 20 Point Scale
0 - 15		0
16 - 35		1
36 - 49		2
Developing		
50 - 51		3
52 - 53		4
54 - 56		5
57 - 59		6
60 - 62		7
63 - 64		8
Effective		
65 - 67		9
68 - 69		10
70 - 71		11
72 - 73		12
74 - 75		13
76 - 77		14
78 - 79		15
80 - 81		16
82 - 84		17
Highly Effective		
85 - 90		18
91 - 95		19
96 - 100		20

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APPR Scoring Methodology for the **15% Local**

(for teachers in grades for which there is an approved value-added measure)

0-100% Scale Conversion Chart	
Based on 100% Scale	Converted to 15 Point Scale
Ineffective	
0 - 15	0
16 - 32	1
33 - 50	2
Developing	
51	3
52	4
53 - 54	5
55 - 57	6
58 - 60	7
Effective	
61 - 63	8
64 - 66	9
67 - 69	10
70 - 74	11
75 - 79	12
80 - 84	13
Highly Effective	
85 - 92	14
93 - 100	15

20% Growth
 Conversion Charts
 1-4 Rubric to Sub-Component Score

Example	
1-4 Rubric Conversion Scale	
Based on 1-4 Rubric Rating	20 Point Conversion
Ineffective	
1	0
1.1	1
1.2	2
1.3	2
1.4	2
Developing	
1.5	3
1.6	4
1.7	4
1.8	5
1.9	5
2	6
2.1	7
2.2	7
2.3	8
2.4	8
Effective	
2.5	9
2.6	10
2.7	10
2.8	12
2.9	13
3	14
3.1	14
3.2	15
3.3	16
3.4	17
Highly Effective	
3.5	18
3.6	18
3.7	19
3.8	19
3.9	20
4	20

20% Growth
 Conversion Charts for Assessments
 Scored on 0-100 Scale

Example	
0-100 Point Scale Conversion Chart*	
Based on a 100 Point Scale	Converted to 1-4 Rating
Ineffective	
0	1
15	1.1
28	1.2
41	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65	2.5
67	2.6
69	2.7
71	2.8
73	2.9
75	3
77	3.1
79	3.2
82	3.3
84	3.4
Highly Effective	
85	3.5
88	3.6
91	3.7
94	3.8
97	3.9
100	4

Scoring Methodology for the 60% Teacher Effects

NYSUT recommends the outcomes/scores of the 60% Teacher Effects be tied to an average rubric score from 1-4. Using these standard scores will make the conversion to a rating easier to understand and compute.

Converting points to a rating

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated according to the rubric, that rating would determine where the teacher falls in the HEDI categories, and then the points are applied. For example, a teacher that scores 3.0 on the rubric would translate to a score in the "effective" range. The teacher would then receive 58 points toward the composite score.

Calculating Steps

- Taking into account the SED preset scales for the other two sub-components and the composite scores, NYSUT calculated the scale (point distribution) for each rating category (Highly Effective=59-60, Effective=57-58, Developing=50-56, Ineffective=0-49) for this sub-component.
- Once these sub-component scale scores were determined, NYSUT calculated how much each rubric score category of 1-4 would be worth, based on the number of points within each category. For example, a 1 on the rubric equates to an ineffective rating, the number of possible rubric points in the 1 range would need to equate to the 49 points of the ineffective subcomponent score. There are 6 possible rubric scores in the 1 range (1-1.4) and 49 points in that range, so each rubric score is worth 9.6 points within this category. This calculation was done for each category based on the possible number of rubric scores and the number of sub-component points within each category (rubric points in developing were worth 0.8 point, Effective were worth 0.2 point and Highly Effective were worth .25 point).

Teacher Effects Conversion Scale

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.

NYSUT TED Rubric Example

Assessment of Teacher Effectiveness Standard	Observation #1 and Evidence Score	Observation #2 and Evidence Score	Observation #3 and Evidence Score
Standard 1 Knowledge of Student and Student Learning	3		4
Standard 2 Knowledge of Content and Instructional Planning	4		
Standard 3 Instructional Practice	3		3
Standard 4 Learning Environment		3	
Standard 5 Assessment for Student Learning	2		4
Standard 6 Professional Responsibilities and Collaboration			3
Standard 7 Professional Growth			2
Subtotal of observation and evidence column	12	3	16
Divide by the number of standards evaluated in each column	12/4 = 3	3/1 = 3	16/5 = 3.2
Average the final scores	9.2/3 = 3.06		
Total score of Professional Practice 1-4 Rating	3.06		
HEDI Rating	Effective		
Sub-component score	58		

Bayport - Blue Point High School Union Free School District

APPR Scoring Methodology for the **60% Other Measures of Effectiveness**

Rubric Score to Sub-Component Conversion Chart	
Total Weighted Average Rubric Score	Conversion Score for Composite
Ineffective	
1.0	0
1.1	12
1.2	25
1.3	37
1.4	49
Developing	
1.5	50
1.6	51
1.7	51
1.8	52
1.9	53
2.0	54
2.1	54
2.2	55
2.3	56
2.4	56
Effective	
2.5	57
2.6	57
2.7	57
2.8	57
2.9	58
3.0	58
3.1	58
3.2	58
3.3	58
3.4	58
Highly Effective	
3.5	59
3.6	59
3.7	60
3.8	60
3.9	60
4.0	60

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

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

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

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

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

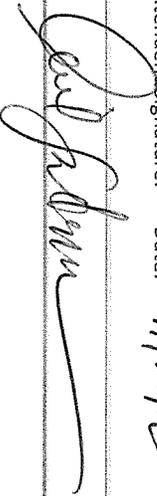
- Assume that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assume that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assume 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
- Assume 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
- Assume that Student Growth/Value Added Measure will be used where applicable
- Assume 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
- Assume that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assume 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:

11/21/12



Teachers Union President Signature:

Date:

 11-21-12

Administrative Union President Signature: Date:

 11-21-12

Board of Education President Signature:

Date:

11/21/12

