



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

Commissioner of Education
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April 1, 2014

Revised

Dr. Lois Favre, Superintendent
Bridgehampton Union Free School District
P.O. Box 3021
2685 Montauk Highway
Bridgehampton, NY 11932

Dear Superintendent Favre:

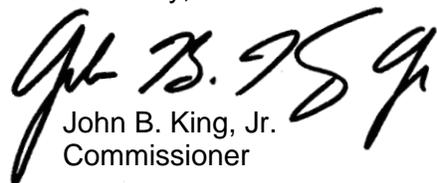
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dean Lucera

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Wednesday, October 16, 2013

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 580909020000

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

580909020000

1.2) School District Name: BRIDGEHAMPTON UFSD

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

BRIDGEHAMPTON UFSD

1.3) Assurances

Please check all of the boxes below:

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

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval Checked

1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, March 27, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses 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, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Comparison of student pre-test scores as compared to final assessments. Teachers, in consult with the Principal and Director of RTI , set individual student targets for growth. To be rated effective or better, 45% of students in the class will achieve the individual growth rate for AimsWeb. For the State Assessment, prior data was considered in creating the SLOs, The overall percentage of target met or exceeded will be used to calculate the teacher's points.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Percentage of students achieving targeted growth rate on AimsWeb is greater than or equal to 90%; A grade 3 teacher will be rated highly effective if 90-100% of students meet the individual growth rate on the state assessment.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Percentage of students achieving individual targeted growth rate on AimsWeb is 45-89%; A grade 3 teacher will be rated effective if 45-89% of students meet the individual growth rate

for the state assessment.

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

Percentage of students achieving individual targeted growth rate on AimsWeb is 15-44%; A grade 3 teacher will be rated developing if 15-44% of students meet the individual growth rate on the state assessment.

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

Percentage of students achieving targeted growth rate on AimsWeb is 0- 14%;A grade 3 teacher will be rated ineffective if 0-14% of students meet their individual growth rate for the state assessment.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	AIMSWEB
1	State-approved 3rd party assessment	AIMSWEB
2	State-approved 3rd party assessment	AIMSWEB

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

Comparison of student pre-test scores as compared to final assessments. Teachers, in consult with the Principal and Director of RTI , set individual student targets for growth. To be rated effective or better, 45% of students in the class will achieve their individual targeted growth rate for AimsWeb. For Grade 3 Math State assessment, to be effective, 45% of teacher's students will meet their individual targeted growth rate on the state assessment. The overall percentage of targets met or exceeded will be used to calculate the HEDI points.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Percentage of students achieving targeted growth rate on AimsWeb Grade K, 1, or 2 assessments is greater than or equal to 90%; A grade 3 teacher will be rated highly effective if 90-100% of students meet their individual targeted growth rate on the state assessment.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Percentage of students achieving targeted growth rate on AimsWeb Grade K, 1, or 2 assessments is 45-89%; A grade 3 teacher will be rated effective if 45-89% of students meet their individual targeted growth rate on the state assessment.

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

Percentage of students achieving targeted growth rate on AimsWeb Grade K, 1, or 2 assessments is 15-44%;A grade 3 teacher will be rated developing if 15-44% of students meet their individual targeted growth rate.

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

Percentage of students achieving targeted growth rate on AimsWeb Grade K, 1, or 2 assessments is 14% or less; A grade 3 teacher will be rated ineffective if 0-14% of students meet their individual targeted growth rate on the state assessment.

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	Grade 6 Bridgehampton developed Science assessment
7	District, regional or BOCES-developed assessment	Grade 7 Bridgehampton developed Science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Bridgehampton-developed assessments will be rigorous and comparable and the same assessment will be used across a grade level or subject area, as a benchmark at the beginning, middle and end of the year. Teachers, in consult with the Principal and Director of RTI , set individual student targets for growth. HEDI points will be assigned based upon the percentage of students meeting their individual growth targets. Comparison of student pre-test scores are compared to final assessments. State performance on ELA, Math and Science Scores are considered when establishing a baseline. To be rated effective or better, 45% of students in the class will meet targeted growth scores.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students in the class will meet or exceed targeted growth score on Bridgehampton district developed common core, grade level (6,7) science assessments; 90% or more of 8th grade students will meet targeted growth score on the NYS science assessment.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	45-89% of students in the class will meet or exceed targeted growth score on Bridgehampton district developed common core, grade level (6,7) science assessments; 45-89% or more of 8th grade students will meet targeted growth score on the NYS science assessment.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	15-44% of students in the class will meet or exceed targeted growth score on Bridgehampton district developed common core, grade level (6,7) science assessments; 15-44% or more of 8th grade students will meet targeted growth score on the NYS science assessment.

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

0-14% of students in the class will meet or exceed targeted growth score on Bridgehampton district developed common core, grade level (6,7) science assessments; 0-14% or more of 8th grade students will meet targeted growth score on the NYS science assessment.

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	Bridgehampton-developed Grade 6 SS Assessment
7	District, regional or BOCES-developed assessment	Bridgehampton-developed Grade 7 SS Assessment
8	District, regional or BOCES-developed assessment	Bridgehampton-developed Grade 8 SS Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Bridgehampton District-developed assessments will be rigorous and comparable and the same assessment will be used across a grade level or subject area, as a benchmark at the beginning, middle and end of the year. Teachers, in consult with the Principal and Director of RTI , set individual student targets for growth. HEDI scores will be assigned based upon the percentage of students meeting their targets. To be rated effective or better, 45% of students in the class will meet individual growth score target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students in 6,7 and 8 grade Social Studies class will meet individual growth score on Bridgehampton -developed 6, 7 and 8 grade Social Studies assessments.
Effective (9 - 17 points) Results meet District goals for similar students.	45-89% of students in 6,7 and 8 grade Social Studies class will meet individual growth score on Bridgehampton -developed 6, 7 and 8 grade Social Studies assessments.
Developing (3 - 8 points) Results are below District goals for similar students.	15-44% of students in 6,7 and 8 grade Social Studies class will meet individual growth score on Bridgehampton -developed 6, 7 and 8 grade Social Studies assessments.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14% of students in 6,7 and 8 grade Social Studies class will meet individual growth score on Bridgehampton -developed 6, 7 and 8 grade Social Studies assessments.

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	Bridgehampton-developed Grade 9 Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Bridgehampton -developed Grade 9 Global 1 Social Studies assessment will be rigorous and comparable and the same assessment will be used across a grade level or subject area, as a benchmark at the beginning, middle and end of the year. Teachers, in consult with the Principal and Director of RTI , set individual student targets for growth. HEDI points will be assigned based upon the percentage of students meeting their targets. To be rated effective or better, 45% of students in the class will meet or exceed their individual growth score. For the State Regents Exams, prior data was considered in creating the SLOs. The overall percentage of target met or exceeded will be used to calculate the teacher's points. To be effective 45% or more of teacher's students meet individual student growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students in the class will meet or exceed individual growth score on Bridgehampton -developed assessments in Grade 9, Global 1; and, 90-100% of students will meet individual student growth target for Global 2 and American History regents courses (using prior testing data).
Effective (9 - 17 points) Results meet District goals for similar students.	45-89% of students in the class will will meet or exceed individual growth score on Bridgehampton -developed assessments in Grade 9, Global 1; and, 45-89% of students will meet individual student growth target for Global 2 and American History.
Developing (3 - 8 points) Results are below District goals for similar students.	15-44% of students in the class will will meet or exceed individual growth score on Bridgehampton -developed assessments in Grade 9, Global 1; and, 15-44% of students will meet individual student growth target for Global 2 and American History(using prior testing data).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14% of students in the class will will meet or exceed individual growth score on Bridgehampton -developed assessments in Grade 9, Global 1; and, 0-14% of students will meet individual student growth target for Global 2 and American History(using prior testing data).

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For the State Regents Exams, prior data was considered in creating the SLOs. Individual growth targets were set for each student. Teacher and Principal or Director of RTI set targets. To be effective 45% or more of teacher's students will meet individual growth target, established with ES BOCES BARS cumulative testing data. HEDI scores will be assigned based on the percentage of students meeting their individual target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of teacher's students met their individual growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	45-89% of teacher's students met their individual growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	15-44% of teacher's students met their individual growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14% of teacher's students met their individual growth target.

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For the High School Math State Regents Exams, prior data was considered in creating the SLOs. Teachers, in consult with the Principal and Director of RTI , set individual student targets for growth. The overall percentage of targets met or exceeded will be used to calculate the teacher's HEDI points. For Algebra 1, for the 2013-2014 school year, the district will administer both the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents. Teachers will use the higher of the two scores for APPR calculation purposes. In the years following the common core algebra regents will be used solely.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100 % of teacher's students met their individual growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	45-89% of teacher's students met their individual growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	15-44% of teacher's students met their individual growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14% of teacher's students met their individual growth target.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Bridgehampton-developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Bridgehampton-developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Bridgehampton-developed ELA 9 and ELA 10 assessments will be rigorous and comparable and the same assessment will be used across a grade level or subject area, as a benchmark at the beginning, middle and end of the year. Teachers, in consult with the Principal and Director of RTI , set individual student targets for growth. HEDI scores will be assigned based on the percentage of students meeting their targets. To be rated effective or better, 45% of students in the class will meet their individual growth target. For the 2014 ELA NYS Comprehensive Regents exam will be administered to students until such time that the Common Core ELA exam is required. For grade 11 ELA regents, prior data was used to develop SLOs. The overall percentage of targets met or exceeded will be used to determine teacher scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of teacher's students met their individual growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	45-89% of teacher's students met their individual growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	15-44% of teacher's students met their individual growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14% of teacher's students met their individual growth target.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other course/subjects not otherwise specified	District, Regional or BOCES-developed	Bridgehampton District developed assessments, grade level and subject specific assessments
Grade 4 through 8 ELA and Math teachers where a growth percentile is not able to be generated due to small numbers.	State Assessment	NYS Grade 4 through 8 ELA and Math

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Bridgehampton District-developed assessments will be rigorous and comparable and the same assesment will be used across a grade level or subject area, as a benchmark at the beginning, middle and end of the year. Teachers in consult with the principal and Director of RTI will compare student pre-test scores to final assessments. To be rated effective or better, 45% of students in the class will meet or exceed growth targets from beginning to end of the year. HEDI points are assigned based on the percentage of students meeting/exceeding the target. For students in Grades 4 through 8 ELA and Math where student numbers are not sufficient to generate state assigned
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scores, Using the assessments for the appropriate courses, HEDI designations will be assigned based on individual student growth targets.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of teacher's students met their individual growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	45-89% of teacher's students met their individual growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	15-44% of teacher's students met their individual growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14% of teacher's students met their individual growth target.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/699706-TXEttx9bQW/2.11 Percentage to Point Conversion_2.docx

2.12) Locally Developed Controls

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

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

Please see the upload in 2.11 for the HEDI scale that will be used with inclusion classes where more than 1/3 of the students are designated as SWD or ELL students.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, March 27, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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.	To be effective, 45% of students in grades 4 through 8 ELA will achieve the nationally normed targets for Aimsweb ELA for their grade level on the year end assessment. HEDI's are assigned based on the percentage of students meeting the nationally normed targets. A separate conversion chart is used to assign HEDI designations for inclusion classes with more than 1/3 of the class being SWDs or ELLs.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of grade 4 through 8 students achieved AimsWeb national targets for ELA for their respective grade levels at year end.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of grade 4 through 8 students achieved AimsWeb national targets for ELA for their respective grade levels at year end.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of grade 4 through 8 students achieved AimsWeb national targets for ELA for their respective grade levels at year end.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of grade 4 through 8 students achieved AimsWeb national targets for ELA for their respective grade levels at year end.

3.2) Grades 4-8 Math

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

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

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.	To be effective, 45% of students in grades 4-8 Math will achieve the nationally normed targets for Aimsweb MATH for their grade level on the respective year end assessment. HEDI's are assigned based on the percentage of students meeting the nationally normed targets. A separate conversion chart is used to assign HEDI designations for inclusion classes with more than 1/3 of the class being SWDs or ELLs.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students in grades 4 -8 Math will achieve the nationally normed targets for Aimsweb Math for their grade level on the respective year end assessment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of students in grades 4 -8 Math will achieve the nationally normed targets for Aimsweb Math for their grade level on the respective year end assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of students in grades 4 -8 Math will achieve the nationally normed targets for Aimsweb Math for their grade level on the respective year end assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of students in grades 4 -8 Math will achieve the nationally normed targets for Aimsweb Math for their grade level on the respective year end assessment.

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.

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Aimsweb K
1	4) State-approved 3rd party assessments	Aimsweb 1
2	4) State-approved 3rd party assessments	Aimsweb 2
3	4) State-approved 3rd party assessments	Aimsweb 3

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	To be considered effective, 45% or more of students must meet or exceed Aimsweb nationally normed achievement target on the K-1-2-3 (respective) end of year ELA assessment. HEDI's are assigned based on the percentage of students meeting the nationally normed targets. A separate conversion chart is used to assign HEDI designations for inclusion classes with more than
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1/3 of the class being SWDs or ELLs.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students met or exceeded AimsWeb nationally normed achievement target on the K-1-2-3 (respective) end of year ELA assessment.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of students met or exceeded AimsWeb nationally normed achievement target on the K-1-2-3 (respective) end of year ELA assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of students met or exceeded AimsWeb nationally normed achievement target on the K-1-2-3 (respective) end of year ELA assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of students met or exceeded AimsWeb nationally normed achievement target on the K-1-2-3 (respective) end of year ELA assessment.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AimsWeb K
1	4) State-approved 3rd party assessments	AimsWeb 1
2	4) State-approved 3rd party assessments	AimsWeb 2
3	4) State-approved 3rd party assessments	AimsWeb 3

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	To be considered effective, 45% or more of students must meet or exceed Aimsweb nationally normed achievement target on the K-1-2-3 (respective) end of year Math assessment. HEDI's are assigned based on the percentage of students meeting the nationally normed targets. A separate conversion chart is used to assign HEDI designations for inclusion classes with more than 1/3 of the class being SWDs or ELLs.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students met or exceeded Aimsweb nationally normed achievement target on the K-1-2-3 (respective) end of year Math assessment.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of students met or exceeded Aimsweb nationally normed achievement target on the K-1-2-3 (respective) end of year Math assessment.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of students met or exceeded Aimsweb nationally normed achievement target on the K-1-2-3 (respective) end of year Math assessment.

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

0-14% of students met or exceeded Aimsweb nationally normed achievement target on the K-1-2-3 (respective) end of year Math assessment.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Bridgehampton District developed Common Core/SED Science standard grade 6 assessment
7	5) District, regional, or BOCES–developed assessments	Bridgehampton District developed Common Core/SED Science standard grade 7 assessment
8	5) District, regional, or BOCES–developed assessments	Bridgehampton District developed Common Core/SED Science standard grade 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.	Bridgehampton District developed grade level Science 6-7-8 Common Core assessments are rigorous and comparable across grade levels. HEDI points will be assigned based on percentage of students meeting their targets. To be considered effective 45% students of teachers in grade 6-7-8 Science must achieve 65 or better on the respective end of year Science grade level assessment. A separate conversion chart is used to assign HEDI designations for inclusion classes with more than 1/3 of the class being SWDs or ELLs.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students achieved 65 or better on the 6-7-8 (respective) Science end of year assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of students achieved 65 or better on the 6-7-8 (respective) Science end of year assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of students achieved 65 or better on the 6-7-8 (respective) Science end of year assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of students achieved 65 or better on the 6-7-8 (respective) Science end of year assessment.

3.7) Grades 6-8 Social Studies

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

Locally-Selected Measure from List of Approved Measures	Assessment
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6	5) District, regional, or BOCES–developed assessments	Bridgehampton District Approved 6-8 Social Studies Common Core/SED Standards Grade 6 SS Assessment
7	5) District, regional, or BOCES–developed assessments	Bridgehampton District Approved 6-8 Social Studies Common Core/SED Standards Grade 7 SS Assessment
8	5) District, regional, or BOCES–developed assessments	Bridgehampton District Approved 6-8 Social Studies Common Core/SED Standards Grade 8 SS 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.	Bridgehampton District developed grade level Social Studies 6-7-8 standards based assessments are rigorous and comparable across grade levels. HEDI points are assigned based on percentage of students meeting their targets. To be considered effective 45% of students of teachers in grade 6-7-8 Social Studies must achieve 65 or better on the respective end of year Social Studies grade level assessment. A separate conversion chart is used to assign HEDI designations for inclusion classes with more than 1/3 of the class being SWDs or ELLs.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students achieved 65 or better on the 6-7-8 (respective) Social Studies end of year assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of students achieved 65 or better on the 6-7-8 (respective) Social Studies end of year assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of students achieved 65 or better on the 6-7-8 (respective) Social Studies end of year assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of students achieved 65 or better on the 6-7-8 (respective) Social Studies end of year assessment.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Bridgehampton District developed Global 1 Common Core/SED Standards Global 1 Assessment
Global 2	7) Student Learning Objectives	NYS Global 2 Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District Developed SS assessments in Global 1 is rigorous and comparable across grade levels and classrooms. HEDI scores are assigned based on percentage of students meeting their targets. To be effective 45% of students will achieve 65 or better on the year end, district developed assessment. For Global 2 and American History, previous test score data is used to set individual growth targets by the teacher together with the Principal or Director of RTI, using the ES BOCES RIC projection information; to be effective, 45% of students will achieve the lowest projected target score on the ES BOCES performance report. HEDI scores are assigned based on the percentage of students meeting their projected target scores. A separate conversion chart is used to assign HEDI designations for inclusion classes with more than 1/3 of the class being SWDs or ELLs.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students achieved 65 or better on the Global 1 end of year assessment, or met their lowest projected target on Global 2 or American History Regents as determined with the ES BOCES projection tool.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of students achieved 65 or better on the Global 1, or met their lowest projected target on respective Global 2 and American History regents exams as determined with the ES BOCES projection tool.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of students achieved 65 or better on the Global 1, or met their lowest projected target on respective Global 2 and American History regents exams as determined with the ES BOCES projection tool.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of students achieved 65 or better on the Global 1, or met their lowest projected target on respective Global 2 and American History regents exams as determined with the ES BOCES projection tool.

3.9) High School Science

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

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

Locally-Selected Measure from List of Approved Measures	Assessment
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Living Environment	7) Student Learning Objectives	NYS Living Environment Regents
Earth Science	7) Student Learning Objectives	NYS Earth Science Regents
Chemistry	7) Student Learning Objectives	NYS Chemistry Regents
Physics	7) Student Learning Objectives	NYS Physics Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Previous test score data is used to set individual growth targets by the teacher together with the Principal or Director of RTI, using the ES BOCES RIC projection information. HEDI scores are assigned based on percentage of students meeting their targets. To be effective, 45% of students will achieve the lowest projected target score on the ES BOCES performance report. A separate conversion chart is used to assign HEDI designations for inclusion classes with more than 1/3 of the class being SWDs or ELLs.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students achieve their target on the respective year end regents exam.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of students achieve their target on the respective year end regents exam.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of students achieve their target on the respective year end regents exam.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of students achieve their target on the respective year end regents exam.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	7) Student Learning Objectives	NYS Integrated Algebra 1 Regents
Geometry	7) Student Learning Objectives	NYS Geometry Regents
Algebra 2	7) Student Learning Objectives	NYS Algebra 2/Trigonometry Regents

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

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

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Previous test score data is used to set individual growth targets by the teacher together with the Principal or Director of RTI, using the ES BOCES RIC projection information. HEDI scores are assigned based on percentage of students meeting their targets. To be effective, 45% of students will achieve the lowest projected target score on the ES BOCES performance report. A separate conversion chart is used to assign HEDI designations for inclusion classes with more than 1/3 of the class being SWDs or ELLs. At the time the NYS Integrated Algebra is no longer allowable, the common core algebra regents will be used.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students achieve their target on the respective year end regents exam.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of students achieve their target on the respective year end regents exam.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of students achieve their target on the respective year end regents exam.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of students achieve their target on the respective year end regents exam.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Bridgehampton District developed High School ELA Common Core Assessments (Grades 9)
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Bridgehampton District developed High School ELA Common Core Assessments (Grades 10)
Grade 11 ELA	7) Student Learning Objectives	NYS Comprehensive Regents Exam ELA

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Bridgehampton District developed ELA Assessments (Grades 9,10) are rigorous and comparable across classrooms and grade levels. HEDI scores are assigned based on percentage of students meeting their target. To be considered effective 45% of students must achieve 65 or better on the respective ELA end of year assessment. For the regents exam, previous test score data is used to set individual growth targets by the teacher together with the Principal or Director of RTI, using the ES BOCES RIC projection information. Previous test score data is used to set individual growth targets by the teacher together with the Principal or Director of RTI, using the ES BOCES RIC projection information. HEDI scores are assigned based on percentage of students meeting their targets. To be effective, 45% of students will achieve the lowest projected target score on the ES BOCES performance report. A separate conversion chart is used to assign HEDI designations for inclusion classes with more than 1/3 of the class being SWDs or ELLs.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of grade 9/10 students achieved 65 or better on the respective ELA end of year district developed assessment. For grade 11 regents, 90-100% of students met their projected target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of grade 9/10 students achieved 65 or better on the respective ELA end of year district developed assessment. For the grade 11 regents, 45-89% of students met their projected target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of students achieved 65 or better on the respective ELA end of year district developed assessment. For grade 11 regents, 15-44% of students met their projected target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of students achieved 65 or better on the respective ELA end of year district developed assessment. For grade 11 regents, 0-14% of students met their projected target.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other courses not previously mentioned above.	5) District/regional/BOCES-developed	Bridgehampton District developed grade level assessments, grade and subject specific assessments

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.	Bridgehampton District developed Assessments for all other courses are rigorous and comparable across classrooms and grade levels. HEDI scores are assigned based on the percentage of students meeting their target. To be considered effective 45% of students across content areas must achieve 65 or better on the respective end of year assessment. A separate conversion chart is used to assign HEDI designations for inclusion classes with more than 1/3 of the class being SWDs or ELLs.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	90-100% of students achieved 65 or better on the respective Bridgehampton district developed end of year assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of students achieved 65 or better on the respective Bridgehampton district developed end of year assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of students achieved 65 or better on the respective Bridgehampton district developed end of year assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of students achieved 65 or better on the respective Bridgehampton district developed end of year assessment.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/699707-y92vNseFa4/3.13 Percentage to Point Conversion_3.docx

3.14) Locally Developed Controls

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

No Control

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.

HEDI categories and HEDI scores for teachers with more than one locally selected measures will have scores proportionately averaged based on the number of students in each measure to determine the single subcomponent for the annual evaluation. Normal rounding rules will apply.

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 Tuesday, April 30, 2013

Updated Wednesday, March 12, 2014

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4.1) Teacher Practice Rubric

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

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

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

4.1) Teacher Practice Rubric Rubric	NYSUT Teacher Practice Rubric
Second Rubric, if applicable	Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

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.

HEDI Ratings are determined based upon total number of points achieved/observed as per the negotiated assignment of values to the NYSUT Rubric. Two observations (including a pre observation/observation/post observation for formal and observation and post observation for the second evaluation) worth up to 40 points are conducted for each teacher (25 and 15 point observations for tenured teachers, and two 20 point observations for non-tenured teachers).

For tenured teachers, points will be distributed in the following manner: for the 25 point observation, the teacher will be assessed on the 0-20 upload provided. The # of points the teacher receives out of 20 will be divided by the maximum (20) to result in a decimal. The decimal will then be multiplied by 25 to result in an observation score from 0-25. The same process will be conducted for the 15 point observation.

For observations, where a teacher is scored ineffective on all components within a Standard/domain, the Standard/domain score will be "0" for calculation purposes.

Other measures of Lesson plans worth 5 points (0-1=I, 2-3=D, 4=E, 5=H), student portfolios worth 5 points (0-1=I, 2-3=D, 4=E, 5=H), and an evidence binder (0-2=I, 4-6=D, 8=E, 10=H) contribute the additional 20 points as required. The scoring process for other measures aligns with the NYSUT rubric (standards 1,2,6, and 7). The two observations are added to the total of for the other measures to determine the HEDI rating.

Normal rounding rules will be utilized, but in no event will a teacher move into a different HEDI band as the result of rounding.

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

assets/survey-uploads/12179/699708-eka9yMJ855/Teacher Evaluation form.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.	Teacher's combined scores for observations and other measures is 54-60
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers combined scores for observations and other measures is 27-53
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers combined scores for observations and other measures is 9-26
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Techers combined measures for observations and other measures is 0-8

Provide the ranges for the 60-point scoring bands.

Highly Effective	54-60
Effective	27-53
Developing	9-26
Ineffective	0-8

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
-------------	---

Informal/Short	0
Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

• In Person

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

• 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

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
-------------	---

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, October 16, 2013

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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.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness
(60 points)

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

Highly Effective	54-60
Effective	27-53
Developing	9-26
Ineffective	0-8

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

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

Overall Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above

91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Monday, February 24, 2014

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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. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/12193/699710-Df0w3Xx5v6/Teacher Improvement Plan.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Purpose

All tenured and probationary teachers who meet the appeal process criteria set forth herein will use this appeal process.

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective workforce. The appeal procedure shall provide for the timely and expeditious resolution of the appeal. A teacher may not file multiple appeals regarding a single evaluation.

APPR Rating Subject to the Appeal Procedure

Any unit member aggrieved by an overall annual evaluation rating of "developing" or "ineffective" may challenge that evaluation. In accordance with Education Law Section 3012-c (5), an evaluation which is the subject of a pending appeal shall not be offered in evidence or placed in evidence in any Education Law Section 3020-a proceeding, or any locally negotiated disciplinary procedure, until the appeal process is concluded.

Grounds for Appeal

An appeal may be filed challenging an evaluation as described above based upon one or more of the following grounds:

1. The substance of the evaluation;
2. The District's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law Section 3012-c, and applicable regulations;
3. The District's failure to comply with the locally negotiated procedures as set forth herein;
4. The District's failure to issue and/or implement the terms of a Teacher Improvement Plan, where applicable, as required under Education Law Section 3012-c.

Notification of the Appeal

Each step will occur in a timely manner within the guidelines established within each section as outlined below:

Level 1 Appeal - Appeal to Evaluator

1. Informal

If a teacher has concerns with his/her final annual evaluation, the teacher may request an informal conference in writing, with the evaluating administrator, within five (5) school days from the date of the post-conference of the annual evaluation. The meeting shall occur within ten (10) school days from the date of the request. The parties shall discuss any or all related issues. In order to advance to a Level 1 Formal Appeal, the teacher must first attend an informal conference. The teacher is entitled to BTA representation at the conference.

2. Formal

If the teacher is not satisfied after the informal conference with the evaluating administrator, the teacher may request in writing, a formal conference with the evaluating administrator. The teacher is entitled to BTA representation at the conference.

Any appeal must be submitted to the evaluator in writing, no later than ten (10) school days from the date of the informal conference. The evaluator responsible for the issue(s) being appealed must schedule a conference to occur no later than ten (10) school days from the receipt of the appeal. Thus the formal appeal will be heard within twenty (20) school days from the completion of the informal hearing. The conference shall be a meeting wherein the authoring administrator and the teacher shall discuss the evaluation and the area(s) of dispute. Supporting documentation may be provided by either party at the conference.

The evaluator shall have the option to uphold or modify any component of the evaluation. Within ten (10) school days, of the date of the formal conference, or thirty days, from the completion of the informal hearing, the evaluator responsible for the issue(s) being appealed must submit a detailed written appeal response to the teacher, and the BTA president. If the teacher is not satisfied with the outcome of the Level 1 Formal Appeal, he/she may proceed to a Level 2 Appeal. .

Level 2 Appeal - Appeal to Hearing Officer

Within ten (10) days of the receipt of the evaluator's appeal response, the teacher may appeal his/her case to a hearing officer selected by the Superintendent from trained evaluators made available through BOCES. In the event there is no person available through BOCES, the Superintendent shall select a trained evaluator after consultation with the BTA President. Such appeal shall be in writing, and set forth the details of the appeal, and a copy shall be provided to the Superintendent. Within five (5) days of receipt of the Level 2 Appeal, the Superintendent may submit a reply to the hearing officer, with a copy to the teacher. The hearing officer shall issue a written decision within ten (10) days of receipt of the Superintendent's reply, or, if there is none, fifteen (15) days from receipt of the Level 2 Appeal. The decision of the hearing officer shall be final and the appeal shall be deemed completed upon the issuance of the

hearing officer's decision.

Issues not raised in the appeal are waived. The hearing officer's determination shall not be subject to grievance, arbitration, or any other claim.

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

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

A. The duration and nature of the training the DISTRICT will provide to evaluators. (8 NYCRR §30-2.9(a)).

Evaluator will attend ongoing, year-round BOCES trainings as well as other appropriate area trainings in the new APPR requirements, including but not limited to teacher evaluation rubric trainings, SLO training, data based decision making, network team training, interrater reliability trainings. The Principal and/or Superintendent will meet regularly with teachers to discuss District level expectations with regard to the new APPR, to hone the process, and to assure effective, consistent teacher evaluations. Meetings with the District's counsel will also serve as trainings with regard to the new regulations.

B. The duration and nature of the training the DISTRICT will provide to lead evaluators. (8 NYCRR §30-2.9 (a), (b) and (c)).

Lead Evaluator (Superintendent) will attend ongoing, year round BOCES, and/or NYSCOSS/LEAF trainings as well as other appropriate area trainings in the new APPR requirements. These include but are not limited to trainings on SLO process, data-based decision making, network team trainings, lead evaluator training meetings. Superintendent will also meet with administrators and staff to discuss District level expectations with regard to the new APPR, to hone the process, and to assure effective, consistent teacher evaluations. Meetings with the District's counsel will also serve as trainings with regard to the new regulations. While the Superintendent shall be certified as a lead evaluator, the Principal, as a certified evaluator, shall conduct the classroom observations for 2012-13 and thereafter. The Evaluators will attend a minimum of five full days of training annually to remain current in APPR practices.

C. The DISTRICT's process for certifying lead evaluators. (8 NYCRR §30-2.9(a), (b) and (c)).

The Bridgehampton UFSD will follow the BOCES suggested practices for certifying lead evaluators.

D. The DISTRICT's process for ensuring that lead evaluators maintain inter-rater reliability over time. (8 NYCRR §30-2.9(d)).

Meetings of the Administrative team to discuss and compare evaluations will add to the training and establish whether there is consistency in the rigor of scoring for observations and evaluations. On occasion, evaluators will observe the same lesson (using videos, and case studies) to effectively assure that consistent observations result from the collaborative observation to maintain inter-rater reliability of the instruments.

E. The DISTRICT's process for periodically recertifying all lead evaluators. (8 NYCRR §30-2.9 (d)).

The Bridgehampton UFSD will follow BOCES suggested practices for recertifying all lead evaluators.

There is only one lead evaluator, and one evaluator in the district.

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 Tuesday, April 30, 2013

Updated Wednesday, October 16, 2013

Page 1

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

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

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

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

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

K-12
(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(s) provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved	Checked

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	n/a
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	n/a
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	n/a
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	n/a
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	n/a

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

No Controls

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, February 24, 2014

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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.

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-12	(d) measures used by district for teacher evaluation	NYS 3-8 ELA State Assessment
	(d) measures used by district for teacher evaluation	Aimsweb
	(g) % achieving specific level on Regents or alternatives	NYS Regents: Copenhensive ELA, Geometry, Trigonometry

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.	To be effective, at least 60% of the students in Grade 3-8 will achieve levels 3 or 4 on ELA state assessments; 60% of students in grade 6,7,8 will achieve meet national target for Aimsweb, and grades 9-12 HS regents results will indicate that 60% achieved 65 or better. The percentage of of students meeting targets for each measure will be averaged to determine a final percentage. The percentage meeting the target will result in the HEDI score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% met their target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-79% met their target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-59% met their target.

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

0-44% met their target.

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/5366/148037-qBFVOWF7fC/Section 8 Principal Point Conversion Scores.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/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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

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
		n/a

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	n/a
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

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.

(No response)

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 Tuesday, April 30, 2013

Updated Monday, February 24, 2014

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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 point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

We will use all domains from the Multidimensional Rubric to score HEDI points. Three school visits scheduled with a BOCES trained evaluator that results in a 60-point evaluation (20 points for each evaluation), based on the Multidimensional Rubric. Normal rounding rules will apply, but rounding will not move the rating to the higher HEDI level.

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/12205/699713-pMADJ4gk6R/Principals' Evaluation.docx](#)

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.	Exemplary performance in maintaining a vision, improving the instructional program, creating a safe environment and fostering collaboration among staff and community.
Effective: Overall performance and results meet standards.	Effective performance that meets standards in maintaining a vision, improving the instructional program, creating a safe environment and fostering collaboration among staff and community.
Developing: Overall performance and results need improvement in order to meet standards.	Less than effective performance in maintaining a vision, improving the instructional program, creating a safe environment and fostering collaboration among staff and community.

Ineffective: Overall performance and results do not meet standards.

Unsatisfactory performance in maintaining a vision, improving the instructional program, creating a safe environment and fostering collaboration

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	27-53
Developing	9-26
Ineffective	0-8

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, December 27, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness
(60 points)

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

Highly Effective	54-60
Effective	27-53
Developing	9-26
Ineffective	0-8

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Wednesday, March 12, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/699715-Df0w3Xx5v6/Principal Improvement Plan Final.doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The process by which the DISTRICT will handle appeals of a principal's annual professional performance review.

In the event the principal's evaluation results in a rating of "ineffective" or "developing," such evaluation shall not be considered final. An appeal of a such evaluation which has resulted in a rating of "ineffective" or "developing" may be submitted to the evaluator within five (5) school days of the receipt of such evaluation, shall be in writing, and shall set forth in detail the basis for the appeal. Such appeals may be based upon the substance of the evaluation, the District's adherence to the requirements of Education Law § 3012-c, the District adherence to the Regulations of the Commissioner, and the District's issuance and/or implementation of the terms of a principal improvement plan. Issues not raised in the appeal are waived. Within five (5) school days of receipt of the appeal, the evaluator shall render a written determination with respect to the appeal. The determination of the evaluator shall be final and not subject to grievance, arbitration or any other claim. If the principal does not appeal such an evaluation within the five (5) school days time for appeal, it shall be considered final.

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

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

The duration and nature of the training the DISTRICT will provide to evaluators. (8 NYCRR §30-2.9(a)).

Evaluator will attend ongoing, year round BOCES trainings as well as other appropriate area trainings in the new APPR requirements- to include but not be limited to use of the rubric, interrater reliability, SLO process, data based decision making, evaluation of teachers, research-based strategies. The Principal and/or Superintendent will meet regularly with teachers to discuss District level expectations with regard to the new APPR, to hone the process, and to assure effective, consistent teacher evaluations. Meetings with the District's counsel will also serve as trainings with regard to the new regulations.

B. The duration and nature of the training the DISTRICT will provide to lead evaluators. (8 NYCRR §30-2.9 (a), (b) and (c)).

Lead Evaluator (Superintendent) will attend on going, year round BOCES, NYSCOSS/LEAF and SED trainings as well as other appropriate area trainings in the new APPR requirements, including but not limited to use of evaluation rubric, data based decision making, SLO process, goal setting, and evaluation of principals. Superintendent will also meet with evaluators to discuss District level expectations with regard to the new APPR, to hone the process, and to assure effective, consistent teacher/principal evaluations. Meetings with the District's counsel will also serve as trainings with regard to the new regulations. A minimum of five days of annual training will be required.

C. The DISTRICT's process for certifying lead evaluators. (8 NYCRR §30-2.9(a), (b) and (c)).

The Bridgehampton UFSD will follow the BOCES suggested practices for certifying lead evaluators.

D. The DISTRICT's process for ensuring that lead evaluators maintain inter-rater reliability over time. (8 NYCRR §30-2.9(d)).

Meetings of the Administrative team to discuss and compare evaluations will add to the training and establish whether there is consistency in the rigor of scoring for observations and evaluations. On occasion, evaluators will observe the same lesson (using videos, and case studies) to effectively assure that consistent observations result from the collaborative observation to maintain inter-rater reliability of the instruments.

E. The DISTRICT's process for periodically recertifying all lead evaluators. (8 NYCRR §30-2.9 (d)).

The Bridgehampton UFSD will follow BOCES suggested practices for recertifying all lead evaluators.

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

school day of the school year for which the principal is being measured.	
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, October 18, 2013

Updated Thursday, March 27, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

[assets/survey-uploads/12158/703671-3Uqgn5g9Iu/Certification Form March 27.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.

2.11 Percentage to Points Conversion (20) for Sections 2.2 through 2.10**General Education Percentage to Points Conversion (20) for Sections 2.2 through 2.10**

20 Point Conversion General Education							
HE 90-100 18-20		E 45-89 9-17		D 15-44 3-8		I 0-14 0-2	
100	20	85-89	17	40-44	8	10-14	2
95-99	19	80-84	16	35-39	7	5-9	1
90-94	18	75-79	15	30-34	6	0-4	0
		70-74	14	25-29	5		
		65-69	13	20-24	4		
		60-64	12	15-19	3		
		55-59	11				
		50-54	10				
		45-49	9				

Percentage to Points Conversion (20)

SWD/ELL adjustments **Percentage to Points Conversion (20) for Sections 2.2 through 2.10 (for use with inclusion classes where more than 1/3 of the class are SWD/ELL students).**

20 Point Conversion SWD/ELL adjustments							
HE 80-100 18-20		E 40-79 9-17		D 10-39 3-8		I 0-9 0-2	
94-100	20	75-79	17	36-39	8	6-9	2
85-93	19	70-74	16	31-35	7	3-5	1
80-84	18	65-69	15	26-30	6	0-2	0
		60-64	14	21-25	5		
		55-59	13	16-20	4		
		50-54	12	10-15	3		
		46-49	11				
		43-45	10				
		40-42	9				

3.3 Percentage to Points Conversion (20) for Sections 3.1 through 3.2

General Education Percentage to Points Conversion (20) for Sections 3.1 through 3.2

20 Point Conversion General Education							
HE 90-100 18-20		E 45-89 9-17		D 15-44 3-8		I 0-14 0-2	
100	20	85-89	17	40-44	8	10-14	2
95-99	19	80-84	16	35-39	7	5-9	1
90-94	18	75-79	15	30-34	6	0-4	0
		70-74	14	25-29	5		
		65-69	13	20-24	4		
		60-64	12	15-19	3		
		55-59	11				
		50-54	10				
		45-49	9				

Percentage to Points Conversion (20)

SWD/ELL adjustments **Percentage to Points Conversion (20) for Sections 3.1 through 3.2 (used for inclusion classes where more than 1/3 of students are SWD/ELL students.**

20 Point Conversion SWD/ELL adjustments							
HE 80-100 18-20		E 40-75 9-17		D 10-39 3-8		I 0-9 0-2	
94-100	20	75-79	17	36-39	8	6-9	2
85-93	19	70-74	16	31-35	7	3-5	1
80-84	18	65-69	15	26-30	6	0-2	0
		60-64	14	21-25	5		
		55-59	13	16-20	4		
		50-54	12	10-15	3		
		46-49	11				
		43-45	10				
		40-42	9				

3.3 Percentage to Points Conversion (15)- To be used with 25 point Value Added measure when assigned

General Education (15 points)

15 Point Conversion General Education							
HE 90-100 14-15		E 45-89 8-13		D 15-44 3-7		I 0-14 0-2	
96-100	15	83-89	13	40-44	7	10-14	2
90-95	14	76-82	12	35-39	6	5-9	1
		68-75	11	27-34	5	0-4	0
		60-67	10	21-26	4		
		53-59	9	15-20	3		
		45-52	8				

Percentage to Points Conversion (15)

SWD/ELL adjustments

15 Point Conversion SWD/ ELL							
HE 76-100 14-15		E 40-75 8-13		D 10-39 3-7		I 0-9 0-2	
87-100	15	71-75	13	38-39	7	8-9	2
76-86	14	65-70	12	34-37	6	5-7	1
		61-64	11	26-33	5	0-4	0
		52-60	10	21-25	4		
		46-51	9	10-20	3		
		40-45	8				

3.13 Percentage to Points Conversion (20) for Sections 3.4 through 3.12**General Education Percentage to Points Conversion (20) for Sections 3.4 through 3.12**

20 Point Conversion General Education							
HE 90-100 18-20		E 45-89 9-17		D 15-44 3-8		I 0-14 0-2	
100	20	85-89	17	40-44	8	10-14	2
95-99	19	80-84	16	35-39	7	5-9	1
90-94	18	75-79	15	30-34	6	0-4	0
		70-74	14	25-29	5		
		65-69	13	20-24	4		
		60-64	12	15-19	3		
		55-59	11				
		50-54	10				
		45-49	9				

Percentage to Points Conversion (20)

SWD/ELL adjustments Percentage to Points Conversion (20) for Sections 3.4 through 3.12

20 Point Conversion SWD/ELL adjustments							
HE 80-100 18-20		E 40-74 9-17		D 10-39 3-8		I 0-9 0-2	
94-100	20	75-79	17	36-39	8	6-9	2
85-93	19	70-74	16	31-35	7	3-5	1
80-84	18	65-69	15	26-30	6	0-2	0
		60-64	14	21-25	5		
		55-59	13	16-20	4		
		50-54	12	10-15	3		
		46-49	11				
		43-45	10				
		40-42	9				

Bridgehampton Union Free School District

P.O. Box 3021 · 2685 Montauk Highway · Bridgehampton, NY 11932

Telephone: (631) 537-0271

Facsimile: (631) 537-1030

Pre-Observation Conference Worksheet Form

Teacher:

Class:

Date(s):

Administrator(s):

Length of time for conference:

Pre-Conference: A pre-conference shall be held for either an observation or a series of observations.
The purpose of the pre-conference is to establish a dialogue and instructional priorities.

Observation Schedule:

- A. Objectives:
These are for a lesson, a series of lessons, or a long-range plan. They are related to content and process.
- B. Context of lesson to be observed:
- C. Content of lesson to be observed:
- D. Overall characteristics of class:
- E. Additional teacher comments:
- F. Administrator comments:

Teacher's Signature _____

Date _____

Administrator's Signature _____

Date _____

Administrator's Signature _____

Date _____

Bridgehampton Union Free School District

P.O. Box 3021, 2685 Montauk Highway, Bridgehampton, NY 11932
 Telephone: (631) 537-0271 Facsimile: (631) 537-9038

CLASSROOM OBSERVATION DOCUMENT

Based on NYSUT Teacher's Practice Rubric

Teacher's Name:

Department:

Tenured: yes no

Grade Level:

Period:

Subject:

Enrollment in class:

Observer:

Date of Observation:

I. Knowledge of Students and Student Learning (3 points)

	Highly Effective	Effective	Developing	Ineffective
Teacher demonstrates knowledge of student development	4	3	2	1
Teacher demonstrates current research-based knowledge of learning and language acquisition theories and practices.	4	3	2	1
Teacher demonstrates knowledge of and is responsive to diverse learning needs, interests and experiences of all students.	4	3	2	1
Teacher acquires knowledge of individual students from students, families, guardians, to enhance students learning.	4	3	2	1
Teacher demonstrates knowledge of and is responsive to economic, social, cultural, linguistic, family and community factors that influence student learning.	4	3	2	1
Teacher demonstrates knowledge and understanding of technological and informational literacy and how they affect student learning.	4	3	2	1

Observer Comments: _____

Total Overall Score: _____ (totals of all domains).

Teacher's Comments: _____

The teacher's signature is to certify that he/she has seen and discussed the complete classroom observation as written, and is not to mean that the teacher is necessarily in agreement with the evaluation.

Teacher's signature Date Observer's signature Position

Bridgehampton Union Free School District

P.O. Box 3021 · 2685 Montauk Highway · Bridgehampton, NY 11932

Telephone: (631) 537-0271

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Post-Observation Conference Worksheet

Teacher:
Administrator:
Class:
Observation Date:

Post-Conference: The purposes are to review and modify, if necessary, the sections under observation and to establish the next stages of the program.

A. Review:

B. Conclusions and Recommendations:

C. Teacher Comments:

Teacher's Signature: _____ Administrator's Signature: _____

Date: _____

Date _____

Bridgehampton Union Free School District
P.O. Box 3021, 2685 Montauk Highway, Bridgehampton, NY 11932
Telephone: (631) 537-0271 Facsimile: (631) 537-9038

**Teacher Performance
ANNUAL EVALUATION SUMMARY**

Evaluatee:
Evaluator:

School Year:
Date:

Major Categories	Highly Effective	Effective	Developing	Ineffective	Subtotals:
SED Student Growth Component (20 points)	18-20 Score:	9-17 Score:	3-8 Score:	0-2 Score:	
SED Student Growth Component (25 Points) – Value added Growth Model	22-25 Score:	10-21 Score:	3-9 Score:	0-2 Score:	
Student Achievement Component (Local 20 Points) - District developed/approved grade-level and/or content area assessments.	18-20 Score:	9-17 Score:	3-8 Score:	0-2 Score:	
Student Achievement Component (Local 15 Points) - District developed/approved grade-level and/or content area assessments (For use with value-added growth model).	14-15 Score:	8-13 Score:	3-7 Score:	0-2 Score:	
Teacher Observation (25 point – Tenured Teacher)	22-25 Score:	11-21 Score:	4-10 Score:	0-3 Score:	
Teacher Informal Observation (15 point – Tenured Teacher)	13-15 Score:	7-12 Score:	3-6 Score:	0-2 Score:	
Teacher Evaluation (20 points – Probationary)	18-20 Score:	9-17 Score:	3-8 Score:	0-2 Score:	
Teacher Evaluation (20 points – Probationary)	18-20 Score:	9-17 Score:	3-8 Score:	0-2 Score:	
Other Measures of Teacher Effectiveness (20 Points) Delineated in goal setting activity at the beginning of each school year. - Lesson Plan Submission (5 points) - Student Portfolio (5 points) - Evidence Binder (10 points)	18-20 Score:	9-17 Score:	3-8 Score:	0-2 Score:	Total Score:

Rating of Other Measures of Teacher Effectiveness:

*Teachers and/or teaching teams delineate annually (by September 30th) the design and purpose of the student portfolio.

Highlight the level of completion:

Lesson Plans for 0-5 Weeks	Lesson Plans for 6-10 Weeks	Lesson Plans for 11-19 Weeks	Lesson Plans for 20-29 Weeks	Lesson Plans for 30-39 Weeks	Lesson Plans for 40 Weeks
----------------------------	-----------------------------	------------------------------	------------------------------	------------------------------	---------------------------

0	1	2	3	4	5
No student portfolio submitted	Portfolios submitted for two quarters for designated number of students.	Portfolios submitted for less than three quarters for designated number of students.	Portfolios submitted for three quarters for designated number of students.	Portfolios submitted more than three quarters for designated number of students.	Portfolios submitted for all four quarters for designated number of students.
0	1	2	3	4	5
No evidence binder submitted	Evidence binder submitted for less than one quarter.	Evidence binder submitted for one quarter.	Evidence binder submitted for two quarters.	Evidence binder submitted for three quarters.	Evidence binder submitted for all four quarters.
0	2	4	6	8	10

Anecdotal comments to support Highly Effective, Developing or Ineffective:

Total Composite Score for this Annual Evaluation:	Highly Effective	Effective	Developing	Ineffective
Highlight the Designation Achieved:	91-100	75-90	65-74	0-64

- This teacher is recommended to continue.
- This teacher is not recommended to continue.
- This teacher is recommended to continue with recommendation for Teacher Improvement Plan.

Signed: _____, Observer Date: _____

Teacher's Comments (additional sheet may be attached as needed):

The teacher's signature is to certify that he/she has seen and discussed this evaluation form and is not to mean that the teacher is necessarily in agreement with the evaluation.

Evaluatee Signature _____ Date: _____

Bridgehampton Union Free School District

P.O. Box 3021, 2685 Montauk Highway, Bridgehampton, NY 11932

Telephone: (631) 537-0271 Facsimile: (631) 537-9038

TEACHER IMPROVEMENT PLAN

Name: _____ Position _____

Evaluator: _____ Effective Date of Plan: _____

Upon rating a teacher or a principal as Developing or Ineffective through an annual professional performance review, Bridgehampton Administration and/or the Superintendent shall develop and commence implementation of a teacher improvement plan for such teacher as soon as practicable, but in no case 10 days after the date on which teachers/administrators are required to report to the opening of classes for the school year. (Subpart 30-1.10 Teacher Improvement Plans).

Identification of needed areas of improvement:

Timeline for achieving improvement:

The manner in which improvement will be assessed:

Differentiated activities to support a teacher's/principal's improvement in those areas:

The teacher's signature is to certify that he/she has seen and discussed the Teacher Improvement Plan as written, and is not to mean that the teacher is necessarily in agreement with the evaluation that led to the plan.

Teacher's signature

Date

Administrator's signature

Position

For all courses and categories in Section 8.

Local (15) – HEDI Ratings for Principal							
HE 80-100 14-15		E 60-79 8-13		D 45-59 3-7		I 0-44 0-2	
90-100	15	77-79	13	57-59	7	31-44	2
80-89	14	75-76	12	55-56	6	16-30	1
		72-74	11	53-54	5	0-15	0
		68-71	10	49-52	4		
For ALL grades and courses in VA category.		64-67	9	45-48	3		
		60-63	8	Used in conjunction with 25 pt growth			

For all courses and categories in the Local (20) in Section 8.

Percentage to Points Conversion- Local (20)							
HE 80-100 18-20		E 60-79 9-17		D 45-59 3-8		I 0-44 0-2	
94-100	20	78-79	17	58-59	8	31-44	2
87-93	19	76-77	16	56-57	7	16-30	1
80-86	18	73-75	15	54-55	6	0-15	0
		71-72	14	51-53	5		
		69-70	13	48-50	4		
		67-68	12	45-47	3		
		65-66	11				
For ALL grades and courses in this category		63-64	10	For use with 20 pt growth			
		60-62	9				

Bridgehampton Union Free School District

P.O. Box 3021, 2685 Montauk Highway, Bridgehampton, NY 11932

Telephone: (631) 537-0271 Facsimile: (631) 537-9038

ADMINISTRATOR PERFORMANCE DOCUMENT

Based on Multidimensional Principal Performance Rubric

Administrator: _____

Title: _____

Observer: _____

Date of Observation: _____

Shared Vision of Learning: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. (2 points)

	Highly Effective	Effective	Developing	Ineffective
Culture	1.0	.75	.25	0
Sustainability	1.0	.75	.25	0
Total Score for Domain:				

Observer Comments:

School Culture and Instructional Program: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. (4 points)

	Highly Effective	Effective	Developing	Ineffective
Culture	1.0	.75	.25	0
Instructional Program	1.0	.75	.25	0
Capacity Building	0.5	.25	.125	0
Sustainability	1.0	.75	.25	0
Strategic Planning	0.5	.25	.125	0
Total Score for Domain:				

Observer Comments:

Safe, Efficient Learning Environment: An education leader promotes the success of every student by ensuring management of organization, operation, and resources for a safe, efficient, and effective learning environment. (4 points)

	Highly Effective	Effective	Developing	Ineffective
Capacity Building	1.0	.75	.25	0
Culture	1.0	.75	.25	0
Sustainability	1.0	.75	.25	0
Instructional Program	1.0	.75	.25	0
Total for Domain:				

Observer Comments:

Community: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. (3 points)

	Highly Effective	Effective	Developing	Ineffective

	Effective			
Strategic Planning Process: Inquiry	1.0	.75	.25	0
Culture	1.0	.75	.25	0
Sustainability	1.0	.75	.25	0
Total for Domain:				

Observer Comments:

Integrity, Fairness, Ethics: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. (2 points)

	Highly Effective	Effective	Developing	Ineffective
Sustainability	1.0	.75	.25	0
Culture	1.0	.75	.25	0
Total for Domain:				

Observer Comments

Political, Social, Economic, Legal and Cultural Context: An education leader promotes success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context. (2 points)

	Highly Effective	Effective	Developing	Ineffective
Sustainability	1.0	.75	.25	0
Culture	1.0	.75	.25	0
Total for Domain:				

Observer Comments

Other: Goal Setting and Attainment: The education leader sets, prioritizes, meets, and evaluates goals as part of ongoing work to improve learning by decreasing the distance between the school's current reality and the vision. (3 points)

	Highly Effective	Effective	Developing	Ineffective
Uncovering Goals	1.0	.75	.25	0
Strategic Planning	0.5	.25	.125	0
Taking Action	1.0	.75	.25	0
Evaluating Attainment	0.5	.25	.125	0
Total for Domain:				

Observer Comments:

Total for this evaluation:

Evaluation of administrator's leadership and management actions through this rubric-based tool make up 60 points on the annual evaluation. Each evaluation (beginning, mid-year and end-of-year) constitutes 20 points towards those 60 points. For each area of *Developing* or *Ineffective*, the evaluator must delineate weaknesses noted in the comment section or within the post-observation conference form attached to the observation. Scores of *Highly Effective* should also be celebrated with observer comments.

Administrator's Comments may be attached to the document as needed.

The Administrator's signature is to certify that he/she has seen and discussed the complete evaluation as written, and is not to mean that the administrator is necessarily in agreement with the evaluation.

Administrator's signature

Date

Observer's signature

Position

Bridgehampton Union Free School District

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ADMINISTRATOR IMPROVEMENT PLAN

Name: _____ Position _____

Evaluator: _____ Effective Date of Plan: _____

Upon rating a teacher or a principal as Developing or Ineffective through an annual professional performance review, Bridgehampton Administration and/or the Superintendent shall develop and commence implementation of a teacher/principal improvement plan for such teacher/principal as soon as practicable, but in no case 10 days after the date on which teachers/administrators are required to report to the opening of classes for the school year. (Subpart 30-1.10 Teacher/Principal Improvement Plans).

Identification of needed areas of improvement:

Timeline for achieving improvement:

The manner in which improvement will be assessed:

Differentiated activities to support a principal's improvement in those areas:

The principal's signature is to certify that he/she has seen and discussed the Principal Improvement Plan as written, and is not to mean that the principal is necessarily in agreement with the evaluation that led to the plan.

Principal/Administrator's signature

Date

Evaluator's signature

Position

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

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

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of *English Language Learners* and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

Luc R. Faure 3/27/14

Teachers Union President Signature: Date:

Aileen [Signature] 3/27/14

Administrative Union President Signature: Date:

n/a

Board of Education President Signature: Date:

[Signature] 3/27/14