



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

Commissioner of Education
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November 30, 2012

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

Dear Superintendent Favre:

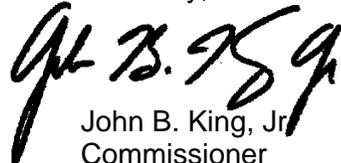
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dean Lucera

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

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

Annual Professional Performance Reviews: 2012-13

Created Friday, May 18, 2012

Updated Wednesday, October 10, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 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) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Friday, May 18, 2012

Updated Thursday, November 29, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Comparison of student pre-test scores as compared to final assessments. Teachers, in consult with the Principal
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>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 nationally normed growth rate for AimsWeb. For the State Assessment, prior data was considered in creating the SLOs, The overall percentage of target met or exceed will be used to calculate the teacher's points. Adjustments to conversions were made for SWD and ELL students (delineated on attached table).</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>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 scores are excellent, and 90-100% of students meet their SLO growth target.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Percentage of students achieving targeted growth rate on AimsWeb is 45-89%; A grade 3 teacher will be rated effective if scores meet state averages, and 45-89% of students meet their SLO growth target.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Percentage of students achieving targeted growth rate on AimsWeb is 15-44%;A grade 3 teacher will be rated developing if scores are below state average, and 15-44% of students meet their SLO growth target.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Percentage of students achieving targeted growth rate on AimsWeb is 0- 14%;A grade 3 teacher will be rated ineffective if scores are well below the state average, and 0-14% of students meet their SLO growth target.</p>

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 K assessments
1	State-approved 3rd party assessment	AimsWeb Grade 1 assessments
2	State-approved 3rd party assessment	AimsWeb Grade 2 assessments

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>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.</p>	<p>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 targeted Math growth rate for AimsWeb. For Grade 3 Math State assessment, to be effective, 45% of teacher's students will meet their SLO targets, set based on prior achievement data.</p>
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	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 scores are excellent, and 90-100% of students meet their SLO growth target.
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 scores are average, and 45-89% of students meet their SLO growth target.
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 AimsWeb Grade K, 1, or 2 assessments is 15-44%; A grade 3 teacher will be rated developing if scores are below state standards, and 15-44% of students meet their SLO growth target.
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 AimsWeb Grade K, 1, or 2 assessments is 14% or less; A grade 3 teacher will be rated ineffective if scores are well-below the state average, and 0-14% of students meet their SLO growth target.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Bridgehampton District-developed Common Core 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. 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.
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students in the class will show at least 30% growth on Bridgehampton district developed common core, grade level (6,7) science assessments; 90% or more of 8th grade students will show at least 30% growth.
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 show at least 30% growth on Bridgehampton district common core, grade level (6,7) science assessments; 45-89% of 8th grade students will show at least 30% growth.
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 show at least 30% growth on Bridgehampton district common core, grade level (6,7) science assessments; 15-44% of 8th grades students show at least 30% growth..
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 show at least 30% growth on Bridgehampton district common core, grade level (6,7) science assessments; 0-14% of 8th grade students show at least 30% growth.

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	Gr. 6 Bridgehampton District- developed Common Core SS Assessment
7	District, regional or BOCES-developed assessment	Gr. 7 Bridgehampton District -developed Common Core SS Assessment
8	District, regional or BOCES-developed assessment	Gr. 8 Bridgehampton District -developed Common Core 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Bridgehampton District-developed Common Core 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. Comparison of student pre-test scores as compared to final assessments. To be rated effective or better, 45% of students in the class will show at least 30% growth.
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 show at least 30% growth on Bridgehampton district-developed common core, 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 show at least 30% growth on Bridgehampton district-developed common core, 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 show at least 30% growth on Bridgehampton district-developed common core, 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 show at least 30% growth on Bridgehampton district-developed common core, 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	Grade 9 District-developed Common Core Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Bridgehampton District-developed Common Core 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.</p> <p>Comparison of student pre-test scores as compared to final assessments. To be rated effective or better, 45% of students in the class will show at least 30% growth.</p> <p>Comparison of student pre-test scores as compared to final assessments. 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 stated target.</p> <p>Adjustments to conversions were made for SWD and ELL students (delineated on attached table).</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students in the class will show at least 30% growth on Bridgehampton district-developed common core assessments in Global 1; and, 80-100% of students scored well above district goals on the state regents in

Global 2 and/or American History .

Effective (9 - 17 points) Results meet District goals for similar students.

45-89% of students in the class will show at least 30% growth on Bridgehampton district-developed common core Global 1 assessment; 45-89% of student scores met district growth goals on the state regents in Global 2 and/or American History.

Developing (3 - 8 points) Results are below District goals for similar students.

15-44% of students in the class will show at least 30% growth on Bridgehampton district-developed common core Global 1 assessment; Regents scores were below district growth goals with only 15-44% of student scores meeting district growth goals on the state regents in Global 2 and/or American History.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

0-14% of students in the class will show at least 30% growth on Bridgehampton district-developed common core assessment; Regents scores were well below district growth goals with only 0-14% of student scores meeting district growth goals on the state regents in Global 2 and/or American History.

2.7) High School Science Regents Courses

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

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

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

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

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

Bridgehampton District-developed Common Core 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.

Comparison of student pre-test scores as compared to final assessments. To be rated effective or better, 45% of students in the class will show at least 30% growth.

Comparison of student pre-test scores as compared to final assessments. 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 showed 30% or more growth on stated targets. Adjustments to conversions were made for SWD and ELL students (delineated on attached table).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of teacher's students showed 30% or more growth on stated targets.
Effective (9 - 17 points) Results meet District goals for similar students.	45-89% of teacher's students showed 30% or more growth on stated targets.
Developing (3 - 8 points) Results are below District goals for similar students.	15-44% of of teacher's students showed 30% or more growth on stated targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14% of teacher's students showed 30% or more growth on stated targets.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 points. Adjustments to conversions were made for SWD and ELL students (delineated on attached table).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100 % of students are well above district goals/targets for growth set for the corresponding state regents in Mathematics.
Effective (9 - 17 points) Results meet District goals for similar students.	45-89% of students met district goals/targets for growth set for the corresponding state regents in Mathematics.
Developing (3 - 8 points) Results are below District goals for similar students.	Scores for students are below district target goals for corresponding mathematics regents with 15-44% of students meeting targets for growth set for the corresponding state regents in Mathematic.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Scores for students are well below district target goals for corresponding mathematics regents with 0-14% of students meeting targets for growth set for the corresponding state regents in Mathematic.

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	Grade 9 Bridgehampton District-developed Common Core ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Bridgehampton District-developed Grade 10 Common Core ELA Assessment
Grade 11 ELA	Regents assessment	Regents Exam Grade 11 ELA

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Bridgehampton District Common Core 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. Comparison of student pre-test scores as compared to final assessments. To be rated effective or better, 45% of students in the class will show at least 30% growth on the grade-level assessment. 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% showed at least 30% growth on Bridgehampton district approved assessments in ELA 9 and ELA 10; 80-100 % of students are well above district goals/targets for growth set for the corresponding state regents in Mathematics.
Effective (9 - 17 points) Results meet District goals for similar students.	45-89% at least 30% growth on Bridgehampton district approved assessments for ELA 9 and/or ELA 10; 45-89% of students met district goals/targets for growth set for the Grade 11 ELA Regents
Developing (3 - 8 points) Results are below District goals for similar students.	15-44% showed at least 30% growth on Bridgehampton district approved assessments in ELA 9 and/or ELA 10: Results below district targets with 15-44% of students meeting district goals/targets for growth set for the Grade 11 ELA Regents
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14% showed at least 30% growth on Bridgehampton district approved ELA 9 and/or ELA 10 assessments; Results well below district targets with 0-14% of students meeting district goals/targets for growth set for the Grade 11 ELA Regents

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.

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2.12) Locally Developed Controls

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

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

Adjustments will be made for teachers of ELL students and students with disabilities (SWD) as delineated in the attached table entitled SWD/ELL Adjustments (Section 2.11). Moving forward we will attend to other characteristics as approved by the Board of Regents. Student prior achievement was a consideration in setting the percentages indicated.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Friday, May 18, 2012

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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.
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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AimsWeb 4 MATH
5	4) State-approved 3rd party assessments	AimsWeb 5 MATH
6	5) District, regional, or BOCES–developed assessments	Bridgehampton District Developed Common Core grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	Bridgehampton District Developed Common Core Grade 7 Assessment
8	5) District, regional, or BOCES–developed assessments	Bridgehampton District Developed Common Core Grade 8 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	To be effective, 45% of students in grades 4-5 Math will achieve the nationally normed targets for Aimsweb MATH for their grade level on the respective year end assessment. In grades 6 through 8, 45% of students will achieve 65 or better on their respective end of year Bridgehampton district developed math assessment.
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 -5 Math will achieve the nationally normed targets for Aimsweb Math for their grade level on the respective year end assessment. In grades 6 through 8, 80-100% of students will achieve 65 or better on their respective end of year math 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 -5 Math will achieve the nationally normed targets for Aimsweb Math for their grade level on the respective year end assessment. In grades 6 through 8, 60-79% of students will achieve 65 or better on their respective end of year math 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 -5 Math will achieve the nationally normed targets for Aimsweb Math for their grade level on the respective year end assessment. In grades 6 through 8, 45-59% of students will achieve 65 or better on their 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 in grades 4 -5 Math will achieve the nationally normed targets for Aimsweb Math for their grade level on the respective year end assessment. In grades 6 through 8, 0-44% of students will achieve 65 or better on their respective end of year math 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	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.
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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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.
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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	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. 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.
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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	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. 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.
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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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

American History	5) District, regional, or BOCES–developed assessments	Bridgehampton District Developed American History Common Core/SED Am Hist. Assessment
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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 Common Core assessments in Global 1, Global 2 and American History are rigorous and comparable across grade levels and classrooms. To be effective 45% of students will achieve 65 or better on the respective year end, district developed assessment.
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, Global 2, American History (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 Global 1, Global 2, American History (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 Global 1, Global 2, American History (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 Global 1, Global 2, American History (respective) Social Studies end of year assessment.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Bridgehampton District developed Common Core Assessment for Living Environment
Earth Science	5) District, regional, or BOCES–developed assessments	Bridgehampton District developed Common Core/SED Standards Assessment for Earth Science
Chemistry	5) District, regional, or BOCES–developed assessments	Bridgehampton District developed Common Core/SED Standards Assessment for Chemistry
Physics	5) District, regional, or BOCES–developed assessments	Bridgehampton District developed Common Core/SED Standards Assessment for Physics

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Bridgehampton District developed grade level Science (Liv. Env, Earth Sci, Chem, Physics) Common Core assessments are rigorous and comparable across classrooms and grade levels. To be considered effective 45% students of teachers in High School Science must achieve 65 or better on the respective end of year Science grade level assessment.
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 in High School Science achieved 65 or better on the respective end of year Bridgehampton developed Science Assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of students in High School Science achieved 65 or better on the respective end of year Bridgehampton developed Science Assessment.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of students in High School Science achieved 65 or better on the respective end of year Bridgehampton developed Science 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 High School Science achieved 65 or better on the respective end of year Bridgehampton developed Science Assessment.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Bridgehampton District SED Standards/Common Core assessment for Algebra 1
Geometry	5) District, regional, or BOCES–developed assessments	Bridgehampton District SED Standards/Common Core assessment for Geometry
Algebra 2	5) District, regional, or BOCES–developed assessments	Bridgehampton District SED Standards/Common Core assessment for Algebra 2

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Bridgehampton District developed High School Math Common Core Assessments (Algebra 1, Geometry, Algebra 2) are rigorous and comparable across classrooms and grade levels. To be considered effective 45% of students of teachers in High School Mathematics, students must achieve 65 or better on the respective end of year Bridgehampton developed Mathematics assessment.
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 end of year Bridgehampton developed Mathematics 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 end of year Bridgehampton developed Mathematics 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 end of year Bridgehampton developed Mathematics 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 end of year Bridgehampton developed Mathematics assessment.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Bridgehampton District SED Standards/Common Core 9th Grade ELA assessment for Grade 9 ELA
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Bridgehampton District SED Standards/Common Core 10th grade ELA assessment for Grade 10 ELA
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Bridgehampton District SED Standards/Common Core 11th Grade ELA assessment for Grade 11 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.

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 High School ELA Common Core Assessments (Grades 9,10,11,12) are rigorous and comparable across classrooms and grade levels. To be considered effective 45% of students of teachers in High School English Language Arts, students must achieve 65 or better on the respective end of year Bridgehampton developed English Language Arts assessment.
---	--

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/5139/131105-y92vNseFa4/3.0 Percentage to Points Conversion Chart.docx

3.14) Locally Developed Controls

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

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 scores for teachers with more than one locally selected measures will have scores proportionately averaged to determine the single subcomponent for the annual evaluation.

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 Monday, July 02, 2012

Updated Thursday, November 29, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

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 (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	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Points will be assigned based on point designation as in the attached sheet. Other measures of Lesson plans (5 points), Student portfolios (5 points) and an evidence binder (10 points) contribute the additional 20 points as required.

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.

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

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Tuesday, July 31, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, July 02, 2012

Updated Tuesday, November 20, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/148024-Df0w3Xx5v6/Teacher Improvement Plan FINAL March 2012_1.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:

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

In order to be timely, the notification of the APPR appeal shall be filed, in writing, with the Superintendent and Association President, within five (5) business days after the teacher has received the evaluation. The appeal shall set forth in detail the basis of the appeal to the Superintendent who, within five (5) business days of the receipt of the appeal, shall render a final determination, in writing to the appellant. Issues not raised in the appeal are waived. The Superintendent's determination shall not be subject to grievance, arbitration, or any other claim.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

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

Evaluator (Principal) 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.

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 Friday, May 18, 2012

Updated Tuesday, November 20, 2012

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	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 setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

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

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

No 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://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Monday, July 02, 2012

Updated Thursday, November 29, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-12	(a) achievement on State assessments	4-8 ELA State Assessment
	(d) measures used by district for teacher evaluation	K-3 Bridgehampton Developed Common Core ELA grade level assessment
	(g) % achieving specific level on Regents or alternatives	Gr. 11 ELA and Geometry, Trigonometry and Algebra Regents Results

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 4-8 will achieve levels 3 or 4 on ELA state assessments; 60% of students in grade 6,7,8 will achieve 65 or better on the final assessment, and grades 9-12 HS regents results will indicate that 60% achieved 65 or better. The average of these three scores (State scores of 1-4; Regents standard scores of 1-100 will be pro-rated to percentage scores, and District percentage scores) will be averaged to determine the HEDI designation.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of the students in Grade 4-8 will achieve levels 3 or 4 on ELA state assessments; 80-100% of students in grade 6,7,8 will achieve 65 or better on the final assessment, and grades 9-12 HS regents results indicate that 80-100% achieved 65 or better.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement	60-79% of the students in Grade 4-8 will achieve levels 3 or 4 on ELA state assessments; 60-79% of students in

for grade/subject.	grade 6,7,8 will achieve 65 or better on the final assessment, and grades 9-12 HS regents results indicate that 60-79% achieved 65 or better.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-59% of the students in Grade 4-8 will achieve levels 3 or 4 on ELA state assessments; 45-59% of students in grade 6,7,8 will achieve 65 or better on the final assessment, and grades 9-12 HS regents results indicate that 45-59% achieved 65 or better.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-44% of the students in Grade 4-8 will achieve levels 3 or 4 on ELA state assessments; 0-44% of students in grade 6,7,8 will achieve 65 or better on the final assessment, and grades 9-12 HS regents results indicate that 0-44% achieved 65 or better.

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
		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 setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

none

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.

This will be a raw average, established by determining the HEDI designation for each assessment indicated above, adding together and dividing by the total number of assessments to determine the average HEDI designation.

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 Monday, July 02, 2012

Updated Tuesday, November 20, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

We will use all domains from the Multidimensional Rubric to score HEDI points.

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

assets/survey-uploads/5143/148046-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	2
By trained administrator	0
By trained independent evaluator	0
Enter Total	2

Tenured Principals

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

10. Composite Scoring (Principals)

Created Monday, July 02, 2012

Updated Tuesday, July 31, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, July 02, 2012

Updated Tuesday, November 20, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/148054-Df0w3Xx5v6/TeacherPrincipal Improvement Plan.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:

PRINCIPAL IMPROVEMENT PLANS AND THE APPEAL PROCESS

A. The process by which the DISTRICT will ensure that principals receive timely and constructive feedback as part of the evaluation process.

The District will ensure that teachers receive timely and constructive feedback as part of the evaluation process.

B. The process by which the DISTRICT will address the performance of principals whose performance is evaluated as needing an improvement plan.

The Principal Improvement Plan (“PIP”) for a principal who is rated ineffective or developing shall be developed in consultation with the principal to be placed on the PIP and shall be comprised of the following elements:

i. The area or areas in need of improvement, drawn from the evaluation criteria of this APPR;

ii. A time limit for achieving improvement;

iii. A statement of the activities to support improvement that may include: observing other professional educators, modeling by administrators and/or other educators, in-service training, educational conferences, and reference to pedagogical writing based upon scientific research, working with mentors and video-tape review; and

iv. The assessment of improvement to be utilized.

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

An appeal of a principal’s evaluation which has resulted in a rating of “ineffective” or “developing” shall be submitted to the Superintendent of Schools 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 Superintendent of Schools shall render a written determination with respect to the appeal. The determination of the Superintendent of Schools shall be final and not subject to grievance, arbitration or any other claim.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The 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 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.

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Monday, July 02, 2012

Updated Thursday, November 29, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/148058-3Uqgn5g9Iu/DOC112912-11292012174803.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.

3.3 Percentage to Points Conversion (15)

General Education

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	37-34	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 adjustments							
HE 75-100 14-15		E 40-74 8-13		D 10-39 3-7		I 0-9 0-2	
96-100	15	83-89	13	36-39	7	7-9	2
90-95	14	76-82	12	31-35	6	4-6	1
		68-75	11	24-30	5	0-3	0
		60-67	10	17-23	4		
		53-59	9	10-16	3		
		45-52	8				

Bridgehampton Union Free School District

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

Telephone: (631) 537-0271

Facsimile: (631) 537-1030

Mr. John L. Pryor
Principal

Dr. Lois Favre
Superintendent

Mr. Robert Hauser - CPA
Business Administrator

Pre-Observation Conference Worksheet Form

Teacher:
Class:
Date(s):

Administrator(s):
Length of time for conference:
to

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 _____

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Superintendent

John L. Pryor
Principal

Robert Hauser, CPA
School Business Administrator

CLASSROOM OBSERVATION DOCUMENT

Based on *NYSUT Teacher Practice Rubric 6/22/2011*

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 4	Effective 3	Developing 2	Ineffective 0-1
Teacher demonstrates knowledge of student development				
Teacher demonstrates current research-based knowledge of learning and language acquisition theories and practices.				
Teacher demonstrates knowledge of and is responsive to diverse learning needs, interests and experiences of all students.				
Teacher acquires knowledge of individual students from students, families, guardians, to enhance students learning.				
Teacher demonstrates knowledge of and is responsive to economic, social, cultural, linguistic, family and community factors that influence student learning.				
Teacher demonstrates knowledge and understanding of technological and informational literacy and how they affect student learning.				
Total Score for Domain:				

Observer Comments: _____

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Principal

Dr. Lois Favre
Superintendent

Mr. Robert Hauser - CPA
Business Administrator

Post-Observation Conference Worksheet

Teacher _____

Administrator _____

Class _____

Date(s) _____ to _____

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 _____

Date _____

Administrator's Signature _____

Date _____

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Robert Hauser, CPA
School Business Administrator

Teacher Performance ANNUAL EVALUATION SUMMARY

Evaluatee:

School Year: 2012-2013

Evaluator: Mr. John L. Pryor

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
_____	91-100	75-90	65-74	0-64

- Highlight the Designation Achieved:
- 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: _____

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Superintendent

John L. Pryor
Principal

Robert Hauser, CPA
School Business Administrator

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

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School Business Administrator

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				

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ADMINISTRATOR PERFORMANCE DOCUMENT

Based on Multidimensional Principal Performance Rubric

Administrator:

Title: **Principal**

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:				1.75

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:				3.0

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:				4

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:				1.50

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:				.50

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:				1.5

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:				1.75

Observer Comments:

Total for this evaluation:

Evaluation of administrator's leadership and management actions through this rubric-based tool make up 40 points on the annual evaluation. Each evaluation (mid-year and end-of-year) constitutes 20 points towards those 40 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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Superintendent

John L. Pryor
Principal

Robert Hauser, CPA
School Business Administrator

TEACHER/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 or principal 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/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 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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Luc R. Faure 11/29/2012

Teachers Union President Signature: Date:

Alan Wolf 11/29/2012

Administrative Union President Signature: Date:

n/a No administrative union

Board of Education President Signature: Date:

Michael Jay 11/29/2012