



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

Commissioner of Education
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April 3, 2014

Revised

Richard Burns, Superintendent
East Hampton Union Free School District
4 Long Lane
East Hampton, NY 11937

Dear Superintendent Burns:

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

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

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

Thank you again for your hard work.

Sincerely,

A handwritten signature in black ink that reads "John B. King, Jr." in a cursive style.

John B. King, Jr.
Commissioner

Attachment

c: Dean Lucera

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Friday, July 05, 2013

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 580301020000

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

580301020000

1.2) School District Name: EAST HAMPTON UFSD

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

EAST HAMPTON UFSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, March 20, 2014

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	N.Y.S. 4th Grade ELA Assessment
1	School-or BOCES-wide, group or team results based on State assessments	N.Y.S. 4th Grade ELA Assessment
2	School-or BOCES-wide, group or team results based on State assessments	N.Y.S. 4th Grade ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

The SLOs will utilize the assessments indicated for each grade level and subject indicated. The same assessments will be used across all common subjects and grade levels. The group will utilize a comparison of student achievement of proficiency (levels 3 and 4) on the listed State Assessment as measured against the County average to measure “growth.” The baseline data will be the difference between the present fourth grade cohort's percent achievement of proficiency on their 3rd grade NYS ELA assessment with the average achievement of proficiency on that assessment in Suffolk County for that school year. This will be compared to the present 4th grade percent achievement of proficiency on the NYS ELA assessment (same cohort) as compared to the Suffolk County average achievement

of proficiency. The group target will be an increase of 1% in the cohort's achievement in the assessment as compared to the Suffolk County average for the current school year. That increase of 1% will align with 11 points of “effective” on the HEDI scale. Please see chart attached in the in the Task 2.11 for the specific allocation of HEDI points.

For Grade 3, growth targets will be set based on growth from a pretest of students assigned to a teacher. Pretest are also consistent across all subjects and grades. Student pretest score will be the baseline and will be compared to final assessment score to determine growth. The individual student targets will be set by the teacher and approved by the principal. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale score is shown in 2.11.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Evidence indicates exceptional student learning gain across SLOs, including special populations. Expectations described in SLOs are well above District expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Evidence indicates significant learning gain across SLOs including special populations. Expectations described in SLOs meet District expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Expectations described in SLOs are nearly met. The teacher demonstrates a positive impact on student learning, but the overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well below District expectations.

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS 4rd Grade Math Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NYS 4rd Grade Math Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NYS 4rd Grade Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	The SLOs will utilize the assessments indicated for each grade level and subject indicated. The same assessments will be used across all common subjects and grade levels. The group will
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2.11, below.

utilize a comparison of student achievement of proficiency (levels 3 and 4) as measured against the County average to measure “growth.” The baseline data will be the difference between the present fourth grade cohort's percent achievement of proficiency on their 3rd grade NYS Math assessment with the average achievement of proficiency on that assessment in Suffolk County for that school year. This will be compared to the present 4th grade percent achievement of proficiency on the NYS Math assessment (same cohort) as compared to the Suffolk County average achievement of proficiency. The group target will be an increase of 1% in the cohort's achievement in the assessment as compared to the Suffolk County average for the current school year. That increase of 1% will align with 11 points of “effective” on the HEDI scale. Please see chart attached in the in the Task 2.11 for the specific allocation of HEDI points.

For grade 3 growth targets will be set based on growth from a pretest of students assigned to a teacher. Pretest are also consistent across all subjects and grades. Student pretest score will be the baseline and will be compared to final assessment score to determine growth. The individual student targets will be set by the teacher and approved by the principal. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale score is shown in 2.11.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Evidence indicates exceptional student learning gain across SLOs, including special populations. Expectations described in SLOs are well above District expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Evidence indicates significant learning gain across SLOs including special populations. Expectations described in SLOs meet District expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Expectations described in SLOs are nearly met. The teacher demonstrates a positive impact on student learning, but the overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well below District expectations.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	East Hampton UFSD Developed 6th Grade Science Assessment
7	District, regional or BOCES-developed assessment	East Hampton UFSD Developed 7th Grade Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs will utilize the assessments indicated for each grade level and subject indicated. The same assessments will be used across all common subjects and grade levels. Growth targets will be set based on growth from a pretest of students assigned to a teacher. Pretest are also consistent across all subjects and grades. Student pretest score will be the baseline and will be compared to final assessment score to determine growth. Individual growth targets will be set by the teacher and approved by the principal. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale score is shown in 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Evidence indicates exceptional student learning gain across SLOs, including special populations. Expectations described in SLOs are well above District expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Evidence indicates significant learning gain across SLOs including special populations. Expectations described in SLOs meet District expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Expectations described in SLOs are nearly met. The teacher demonstrates a positive impact on student learning, but the overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well below District expectations.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	East Hampton UFSD Developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	East Hampton UFSD Developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	East Hampton UFSD Developed 8th Grade Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs will utilize the assessments indicated for each grade level and subject indicated. The same assessments will be used across all common subjects and grade levels. Growth targets will be set based on growth from a pretest of students assigned to a teacher. Pretest are also consistent across all subjects and grades. Student pretest score will be the baseline and will be
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compared to final assessment score to determine growth. Individual growth targets will be set by the teacher and approved by the principal. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale score is shown in 2.11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gain across SLOs, including special populations. Expectations described in SLOs are well above District expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicates significant learning gain across SLOs including special populations. Expectations described in SLOs meet District expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Expectations described in SLOs are nearly met. The teacher demonstrates a positive impact on student learning, but the overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well below District expectations.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	East Hampton UFSD Developed Global I Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs will utilize the assessments indicated for each grade level and subject indicated. The same assessments will be used across all common subjects and grade levels. Growth targets will be set based on growth from a pretest of students assigned to a teacher. Pretest are also consistent across all subjects and grades. Student pretest score will be the baseline and will be compared to final assessment score to determine growth. Individual growth targets will be set by the teacher and approved by the principal. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale score is shown in 2.11.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gain across SLOs, including special populations. Expectations described in SLOs are well above District expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicates significant learning gain across SLOs including special populations. Expectations described in SLOs meet District expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Expectations described in SLOs are nearly met. The teacher demonstrates a positive impact on student learning, but the overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well below District expectations.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs will utilize the assessments indicated for each grade level and subject indicated. The same assessments will be used across all common subjects and grade levels. Growth targets will be set based on growth from a pretest of students assigned to a teacher. Pretest are also consistent across all subjects and grades. Student pretest score will be the baseline and will be compared to final assessment score to determine growth. Individual growth targets will be set by the teacher and approved by the principal. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale score is shown in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gain across SLOs, including special populations. Expectations described in SLOs are well above District expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicates significant learning gain across SLOs including special populations. Expectations described in SLOs meet District expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Expectations described in SLOs are nearly met. The teacher demonstrates a positive impact on student learning, but the

overall results are below District expectations.

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

Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well below District expectations.

2.8) High School Math Regents Courses

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

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

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

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

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

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

The SLOs will utilize the assessments indicated for each grade level and subject indicated. The same assessments will be used across all common subjects and grade levels. For students enrolled in Common Core courses the NYS Intergrated Algebra Regents in addition to the Common Core Algebra Regents will be administered. All students will take both Regents and the teachers will use the higher score. Growth targets will be set based on growth from a pretest of students assigned to a teacher. Pretest are also consistent across all subjects and grades. Student pretest score will be the baseline and will be compared to final assessment score to determine growth. Individual growth targets will be set by the teacher and approved by the principal. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale score is shown in 2.11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Evidence indicates exceptional student learning gain across SLOs, including special populations. Expectations described in SLOs are well above District expectations.

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

Evidence indicates significant learning gain across SLOs including special populations. Expectations described in SLOs meet District expectations.

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

Expectations described in SLOs are nearly met. The teacher demonstrates a positive impact on student learning, but the overall results are below District expectations.

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

Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well below District expectations.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents assessment
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents assessment

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

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

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

The SLOs will utilize the assessments indicated for each grade level and subject indicated. The same assessments will be used across all common subjects and grade levels. For grades 9 and 10 school wide group SLOs will utilize a comparison of student achievement of proficiency (65 or higher) as measured against the Suffolk County average to measure "growth." The baseline data will be the difference between the present 11th grade cohort's percent achievement of proficiency on the 8th grade NYS ELA assessment with the average achievement of proficiency (3 or higher) on that assessment in Suffolk County for that year. This will be compared to the present 11th grade percent achievement of proficiency on the NYS ELA Regents assessment (same cohort) as compared to the Suffolk County average achievement of proficiency. The group target will be an increase of 1% in the cohort's achievement in the assessment as compared to the Suffolk County average for the current school year. That increase of 1% will align with 11 points of "effective" on the HEDI scale. Please see chart attached in the in the Task 2.11 for the specific allocation of HEDI points. For example; if 75% the present 11th grade cohort achieved proficiency on the 8th grade ELA State Assessment and the Suffolk County average for proficiency on that same assessment was 73% then we would set a target for the same

cohort's achievement on this years 11th grade Regents for 3% above the Suffolk County average, an increase of 1%. The target of 1% increase as compared to the Suffolk County average will be set at 11 points on the 20 point HEDI scale. As the Suffolk County average moves due to changes in the assessments, the target will move yet always represent growth.

For the 2013 - 2014 school year students will be taking the NYS Comprehensive English Regents only. Beginning in the 2014 - 2015 school year all NYS Assessments for High School ELA will be administered and the highest score will be used. For grade 11 growth targets will be set based on growth from a pretest of students assigned to a teacher. Student pretest score will be the baseline and will be compared to final assessment score to determine growth. Individual growth targets will be set by the teacher and approved by the principal. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale score is shown in 2.11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gain across SLOs, including special populations. Expectations described in SLOs are well above District expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicates significant learning gain across SLOs including special populations. Expectations described in SLOs meet District expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Expectations described in SLOs are nearly met. The teacher demonstrates a positive impact on student learning, but the overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well below District expectations.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other High School ELA teachers not named above	School/BOCES-wide/group/team results based on State	NYS Comprehensive ELA Regents Assessment
All other High School Mathematics teachers not named above	District, Regional or BOCES-developed	East Hampton UFSD Developed Mathematics Course Specific Summative Assessment
All other High School Science teachers not named above	District, Regional or BOCES-developed	East Hampton UFSD Developed Science Course Specific Summative Assessment
All other High School Social Studies teachers not named above	District, Regional or BOCES-developed	East Hampton UFSD Developed Social Studies Course Specific Summative Assessment
All other High School Second Language teachers not named above	District, Regional or BOCES-developed	East Hampton UFSD Developed Second Language Course Specific Summative Assessment
All other High School Visual Arts teachers not named above	School/BOCES-wide/group/team results based on State	NYS Comprehensive ELA Regents Assessment
All other High School Performing Arts teachers not named above	School/BOCES-wide/group/team results based on State	NYS Comprehensive ELA Regents Assessment

All other High School Physical Education teachers not named above	School/BOCES-wide/group/team results based on State	NYS Comprehensive ELA Regents Assessment
All other High School English as a Second Language teachers not named above	School/BOCES-wide/group/team results based on State	NYS Comprehensive ELA Regents Assessment
All other High School Health teachers not named above	School/BOCES-wide/group/team results based on State	NYS Comprehensive ELA Regents Assessment
All other High School Business teachers not named above	School/BOCES-wide/group/team results based on State	NYS Comprehensive ELA Regents Assessment
All other High School Family and Consumer Science teachers not named above	School/BOCES-wide/group/team results based on State	NYS Comprehensive ELA Regents Assessment
All other High School Technology teachers not named above	School/BOCES-wide/group/team results based on State	NYS Comprehensive ELA Regents Assessment
All other High School Computer Science teachers not named above	School/BOCES-wide/group/team results based on State	NYS Comprehensive ELA Regents Assessment
All other High School Self-Contained Special Education teachers not named above	School/BOCES-wide/group/team results based on State	NYS Comprehensive ELA Regents Assessment
All other High School teachers not named above	School/BOCES-wide/group/team results based on State	NYS Comprehensive ELA Regents Assessment
All other Non-core Middle School teachers not named above	School/BOCES-wide/group/team results based on State	NYS ELA Assessment for Grade 8
All other Non-core Elementary School teachers not named above	School/BOCES-wide/group/team results based on State	NYS ELA Assessment for Grade 5

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

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

The SLOs will utilize the assessments indicated for each grade level and subject indicated. The same assessments will be used across all common subjects and grade levels. High school teachers using school wide group SLOs will utilize a comparison of student achievement of proficiency (65 or greater) as measured against the Suffolk County average to measure “growth.” The baseline data will be the difference between the present 11th grade cohort's percent achievement of proficiency on the 8th grade NYS ELA assessment with the average achievement of proficiency (3 or higher) on that assessment in Suffolk County for that year. This will be compared to the present 11th grade percent achievement of proficiency on the NYS ELA Regents assessment (same cohort) as compared to the Suffolk County average achievement of proficiency. The group target will be an increase of 1% in the cohort's achievement in the assessment as compared to the Suffolk County average for the current school year. That increase of 1% will align with 11 points of “effective” on the HEDI scale. Please see chart attached in the in the Task 2.11 for the specific allocation of HEDI points. For example; if 75% the present 11th grade cohort achieved proficiency on the 8th grade ELA State Assessment and the Suffolk County average for

proficiency on that same assessment was 73% then we would set a target for the same cohort's achievement on this years 11th grade Regents for 3% above the Suffolk County average, an increase of 1%. The target of 1% increase as compared to the Suffolk County average will be set at 11 points on the 20 point HEDI scale. As the Suffolk County average moves due to changes in the assessments, the target will move yet always represent growth. For teachers using a school-wide SLO based on student achievement on the ELA Regents, beginning in the 2014 - 2015 school year all NYS Assessments for High School ELA will be administered and the highest score will be used. Middle school teachers using school wide SLOs will use the same process as above aligned growth in achievement on the 8th grade NYS ELA assessment when compared to the same cohort's prior years achievement on the 7th grade NYS ELA Assessment with proficiency being the achievement of a 3 or 4 in the NYS Assessment.

Elementary school teachers using school wide SLOs will use the same process as above aligned growth in achievement on the 5th grade NYS ELA assessment when compared to the same cohort's prior years achievement on the 4th grade NYS ELA Assessment with proficiency being the achievement of a 3 or 4 in the NYS Assessment.

The SLOs using District developed pre-assessments will utilize the assessments indicated for each grade level and subject indicated. The same assessments will be used across all common subjects and grade levels. Growth targets will be set based on growth from a pretest of students assigned to a teacher. Pretest are also consistent across all subjects and grades. Student pretest score will be the baseline and will be compared to final assessment score to determine growth. Individual growth targets will be set by the teacher and approved by the principal. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale score is shown in 2.11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gain across SLOs, including special populations. Expectations described in SLOs are well above District expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicates significant learning gain across SLOs including special populations. Expectations described in SLOs meet District expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Expectations described in SLOs are nearly met. The teacher demonstrates a positive impact on student learning, but the overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well below District expectations.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/558692-TXEttx9bQW/Task 2 2013 20 PT HEDI Scale_3.docx

2.12) Locally Developed Controls

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

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

No controls

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, March 20, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grades 4-5 ELA and Math Assessments
5	6(ii) School wide measure computed locally	NYS Grades 4-5 ELA and Math Assessments
6	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments
7	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments
8	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments

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.	The HEDI score for teachers will be the average of the state provided growth scores for teachers in a building that are based on student performance on the NYS Grades 4-5 ELA and Math Assessments or NYS Grades 6-8 ELA and Math Assessments. See graphic in 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all State provided Growth Scores of 22-25 Normal rounding rules will apply but in no case will rounding cause a teacher to move from one scoring band to the next.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all State Provided Growth Scores of 10-21 Normal rounding rules will apply but in no case will rounding cause a teacher to move from one scoring band to the next.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all State Provided Growth Scores of 3-9 Normal rounding rules will apply but in no case will rounding cause a teacher to move from one scoring band to the next.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all State Provided Growth Scores of 0 - 2 Normal rounding rules will apply but in no case will rounding cause a teacher to move from one scoring band to the next.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grades 4-5 ELA and Math Assessments
5	6(ii) School wide measure computed locally	NYS Grades 4-5 ELA and Math Assessments
6	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments
7	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments
8	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments

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	The HEDI score for teachers will be the average of the state provided growth scores for teachers in a building that are based
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subcomponent. If needed, you may upload a table or graphic at 3.3, below.	on student performance on the applicable State assessments. See graphic in 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all State provided Growth Scores of 22-25 Normal rounding rules will apply but in no case will rounding cause a teacher to move from one scoring band to the next.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all State Provided Growth Scores of 10-21 Normal rounding rules will apply but in no case will rounding cause a teacher to move from one scoring band to the next.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all State Provided Growth Scores of 3-9 Normal rounding rules will apply but in no case will rounding cause a teacher to move from one scoring band to the next.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all State Provided Growth Scores of 0 - 2 Normal rounding rules will apply but in no case will rounding cause a teacher to move from one scoring band to the next.

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/12149/558693-rhJdBgDruP/task 3.3 25-20-15 chart.docx](#)

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grades 4-5 ELA and Math Assessments
1	6(ii) School-wide measure computed locally	NYS Grades 4-5 ELA and Math Assessments
2	6(ii) School-wide measure computed locally	NYS Grades 4-5 ELA and Math Assessments
3	6(ii) School-wide measure computed locally	NYS Grades 4-5 ELA and Math Assessments

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.	The HEDI score for teachers will be the average of the state provided growth scores for teachers in a building that are based on student performance on the applicable State assessments. See graphic in 3.13. Normal rounding rules will apply but in no case will rounding cause a teacher to move from one scoring band to the next.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all State provided Growth Scores of 22-25

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all State Provided Growth Scores of 10-21
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all State Provided Growth Scores of 3-9
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all State Provided Growth Scores of 0 - 2

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grades 4-5 ELA and Math Assessments
1	6(ii) School-wide measure computed locally	NYS Grades 4-5 ELA and Math Assessments
2	6(ii) School-wide measure computed locally	NYS Grades 4-5 ELA and Math Assessments
3	6(ii) School-wide measure computed locally	NYS Grades 4-5 ELA and Math Assessments

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.	The HEDI score for teachers will be the average of the state provided growth scores for teachers in a building that are based on student performance on the applicable State assessments. See graphic in 3.13. Normal rounding rules will apply but in no case will rounding cause a teacher to move from one scoring band to the next.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all State provided Growth Scores of 22-25
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all State Provided Growth Scores of 10-21
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all State Provided Growth Scores of 3-9
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all State provided Growth Scores of 0 - 2

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments
7	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments
8	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments

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.	The HEDI score for teachers will be the average of the state provided growth scores for teachers in a building that are based on student performance on the applicable State assessments. See graphic in 3.13. Normal rounding rules will apply but in no case will rounding cause a teacher to move from one scoring band to the next.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all Student Growth Scores of 22-25
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all Student Growth Scores of 10-21
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all Student Growth Scores of 3-9
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all Student Growth Scores of 0 - 2

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments
7	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments
8	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments

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.	The HEDI score for teachers will be the average of the state provided growth scores for teachers in a building that are based on student performance on the applicable State assessments. See graphic in 3.13. Normal rounding rules will apply but in no case will rounding cause a teacher to move from one scoring band to the next.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all Student Growth Scores of 22-25
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all Student Growth Scores of 10-21
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all Student Growth Scores of 3-9
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A mean of all Student Growth Scores of 0 - 2

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	All New York State Regents Assessments
Global 2	6(ii) School wide measure computed locally	All New York State Regents Assessments
American History	6(ii) School wide measure computed locally	All New York State Regents Assessments

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.	Utilizing the Data Central platform of Right Reason technology, we will compute an aggregate average score for student achievement for the prior school year as a baseline and then set 2% growth in that measure as our target. The percent growth will be rounded up to the next number on the percent meeting target scale if it is above the median. For example: a percent meeting target of 3.75% will be rounded to 4% and a percent meeting target of 3.7% will be rounded down to 3.5%. See
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graphic in 3.13

The NYS Integrated Algebra Regents in addition to the NYS Common Core Algebra regents will be administered to all students in Common Core Math courses. The higher of the two will be used in this calculation. The NYS Comprehensive English Regents will be the only ELA Regents administered. Beginning in the 2014 - 2015 school year all NYS Assessments for High School ELA will be administered and the higher score will be used.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An change in the aggregate average score for student achievement on State exams of +5% or greater
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An change in the aggregate average score for student achievement on State exams of +4% to +0%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An change in the aggregate average score for student achievement on State exams of -3.0% to -.5%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An change in the aggregate average score for student achievement on State exams of -3.5% or less

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	All New York State Regents Assessments
Earth Science	6(ii) School wide measure computed locally	All New York State Regents Assessments
Chemistry	6(ii) School wide measure computed locally	All New York State Regents Assessments
Physics	6(ii) School wide measure computed locally	All New York State Regents Assessments

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.	Utilizing the Data Central platform of Right Reason technology, we will compute an aggregate average score for student achievement for the prior school year as a baseline and then set 2% growth in that measure as our target. The percent growth will be rounded up to the next number on the percent meeting target scale if it is above the median. For example: a percent
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meeting target of 3.75% will be rounded to 4% and a percent meeting target of 3.7% will be rounded down to 3.5%. See graphic in 3.13

The NYS Integrated Algebra Regents in addition to the NYS Common Core Algebra regents will be administered to students in Common Core Math courses. The higher of the two will be used in this calculation. The NYS Comprehensive English Regents will be the only ELA Regents administered. Beginning in the 2014 - 2015 school year all NYS Assessments for High School ELA will be administered and the higher score will be used.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An change in the aggregate average score for student achievement on State exams of +5% or greater
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An change in the aggregate average score for student achievement on State exams of +4% to +0%
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An change in the aggregate average score for student achievement on State exams of -3.0% to -.5%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An change in the aggregate average score for student achievement on State exams of -3.5% or less

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	All New York State Regents Assessments
Geometry	6(ii) School wide measure computed locally	All New York State Regents Assessments
Algebra 2	6(ii) School wide measure computed locally	All New York State Regents Assessments

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Utilizing the Data Central platform of Right Reason technology, we will compute an aggregate average score for student achievement for the prior school year as a baseline and then set 2% growth in that measure as our target. The percent growth will be rounded up to the next number on the percent meeting target scale if it is above the median. For example: a percent meeting target of 3.75% will be rounded to 4% and a percent meeting target of 3.7% will be rounded down to 3.5%. See graphic in 3.13 The NYS Integrated Algebra Regents in addition to the NYS Common Core Algebra regents will be administered to students in Common Core Math courses. The higher of the two will be used in this calculation. The NYS Comprehensive English Regents will be the only ELA Regents administered. Beginning in the 2014 - 2015 school year all NYS Assessments for High School ELA will be administered and the higher score will be used.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An change in the aggregate average score for student achievement on State exams of +5% or greater
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An change in the aggregate average score for student achievement on State exams of +4% to +0%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An change in the aggregate average score for student achievement on State exams of -3.0% to -.5%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An change in the aggregate average score for student achievement on State exams of -3.5% or less

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	All New York State Regents Assessments
Grade 10 ELA	6(ii) School wide measure computed locally	All New York State Regents Assessments
Grade 11 ELA	6(ii) School wide measure computed locally	All New York State Regents Assessments

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

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

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

<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 3.13, below.</p>	<p>Utilizing the Data Central platform of Right Reason technology, we will compute an aggregate average score for student achievement for the prior school year as a baseline and then set 2% growth in that measure as our target. The percent growth will be rounded up to the next number on the percent meeting target scale if it is above the median. For example: a percent meeting target of 3.75% will be rounded to 4% and a percent meeting target of 3.7% will be rounded down to 3.5%. See graphic in 3.13</p> <p>The NYS Integrated Algebra Regents in addition to the NYS Common Core Algebra regents will be administered to students in Common Core Math courses. The higher of the two will be used in this calculation. The NYS Comprehensive English Regents will be the only ELA Regents administered. Beginning in the 2014 - 2015 school year all NYS Assessments for High School ELA will be administered and the higher score will be used.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An change in the aggregate average score for student achievement on State exams of +5% or greater</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An change in the aggregate average score for student achievement on State exams of +4% to +0%</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An change in the aggregate average score for student achievement on State exams of -3.0% to -.5%</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An change in the aggregate average score for student achievement on State exams of -3.5% or less</p>

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other 9-12 courses	6(ii) School wide measure computed locally	All New York State Regents Assessments
All other 6-8 courses	6(ii) School wide measure computed locally	All NYS 6-8 Assessments
All other K-5 Courses	6(ii) School wide measure computed locally	All New York State 3-5 Assessments

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

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

<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 3.13, below.</p>	<p>Utilizing the Data Central platform of Right Reason technology, we will compute an aggregate average score for student achievement for the prior school year as a baseline and then set 2% growth in that measure as our target. See graphic in 3.13 The NYS Integrated Algebra Regents in addition to the NYS Common Core Algebra regents will be administered to students in Common Core Math courses. The higher of the two will be used in this calculation. The NYS Comprehensive English Regents will be the only ELA Regents administered. Beginning in the 2014 - 2015 school year all NYS Assessments for High School ELA will be administered and the higher score will be used. For the K-5 and 6-8 teachers the HEDI scores will be the average of the State provided growth scores for teachers in a building that are based on student performance on the applicable State Assessment.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>See attachment 3.13</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attachment 3.13</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attachment 3.13</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attachment 3.13</p>

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/558693-y92vNseFa4/Task 3 2013 20 PT HEDI Scale with conversion chart_2.docx

3.14) Locally Developed Controls

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

No controls.

3.15) Teachers with More Than One Locally Selected Measure

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

For teachers with more than one locally selected measures, the results will be weighed according to class enrollment and combined for a single score. normal rounding rules will apply but in no case will rounding cause a teacher to move from one scoring band to the next.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, February 12, 2014

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	50
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

60% based on Charlotte Danielson's Framework for Teaching (2011 Revised Edition.) The 60 points will be distributed among the four domains as follows: Domain I - 12 Points, Domain II - 10 Points, Domain III - 28 Points, and Domain IV - 10 Points. Within each Domain, every component will have a 1 to 4 value. The points earned will be a percentage of points available in a domain. The resulting percentage will then be converted to a number equaling that percentage of the possible points available in that Domain. For Example: Domain I has a total of 12 possible points. Within that domain there are six components creating a possible point total of 24.

To achieve all 24 points would result in 100% of that domain or 12 points of the 60. If a teacher achieves 12 of the possible 24 points that would be 50% or 6 of the 12 points for that domain.

If a teacher receives a rating of ineffective in all components in any Domain they will receive a 0 as a point total for that domain.

Evidence for Domains I, II and III will be gathered through the formal observation process. Evidence for Domains IV will be gathered through review of teacher artifacts using a portfolio or evidence binder process and a review of student work.

Each formal observation will result in a score for the teacher out of a possible 50 points (the combination of Domains I, II and III).

The final step in this process will be the averaging of each teachers achievement on each separate formal observation combined with the principal's assessment (on a scale of 0-10 points) of the artifacts and additional evidence presented by each teacher for Domain IV.

Domain 4 follows the same scoring process as explained in the example.

Normal rounding rules will apply but in no case will rounding cause a teacher to move from one scoring band to the next.

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

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Evidence gathered indicates mastery of a significant number of the components of the rubric well-above District expectations.
Effective: Overall performance and results meet NYS Teaching Standards.	Evidence gathered indicates a clear understanding of the components of the rubric and the ability to implement them meets District expectations.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Evidence gathered indicates an understanding of the concepts underlying the components and attempts to implement the components of the rubric are below District expectations.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Evidence gathered indicates minimal understanding of the concepts underlying the components and attempts to implement the components of the rubric are well-below District expectations.

Provide the ranges for the 60-point scoring bands.

Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	3
-------------	---

Informal/Short	0
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
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?

-
- Not Applicable
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, December 23, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	55 - 60
Effective	45 - 54
Developing	39 - 44
Ineffective	0 - 38

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Thursday, March 20, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/147447-Df0w3Xx5v6/EHUFSD TIP.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEALS

A teacher who receives an ineffective rating on his/her APPR shall be entitled to appeal his/her annual APPR rating to a committee comprised of two tenured teachers and two administrators none of whom were involved in the evaluation of said teacher. The administrators shall be trained evaluators in addition to possessing an SDA or SDL certification. The teachers shall be chosen by the teachers association.

Appeal procedures are limited to the following subjects:

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

All appeals must be filed in writing no more than 10 school days following receipt of the ineffective rating or the teacher's right to appeal is waived. In addition, if said teacher is placed on a TIP, he or she has a corresponding right to appeal concerns regarding the TIP as set forth in this section dealing with appeals.

The committee shall render a decision in writing regarding the appeal to the superintendent of schools within ten school days of receiving the appeal for either the APPR rating or the TIP.

The superintendent shall make his or her decision in writing regarding the appeal within 10 school days of receipt of the committee's decision. The decision of the superintendent shall be considered final and binding in all regards. The superintendent's decision shall not be subject to review at arbitration, before any administrative agency or in any court of law.

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

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

TRAINING OF EVALUATORS

The East Hampton Union Free School District will provide all administrators and evaluators with the necessary staff development, forms and materials to successfully implement the APPR Plan, which includes:

State-approved training for evaluators resulting in consistent inter-rater reliability;

Review of all forms, protocols and time guidelines annually;

Participation in supervision or evaluation programs in the district;

Participation in four days of formal training or formal workshops in district or at BOCES or other venues;

Training will address the nine required elements found in Section 30-2.9 (b) of the Regents Rules

Mentoring of any new administrators by experienced supervisors.

Yearly recalibration activities, totalling no less than 16 hours, to assure inter-rater reliability is maintained over time.

LEAD EVALUATOR

The superintendent and/or his/her designee will be trained and certified as a lead evaluator according to NYSED's model to ensure consistency and defensibility of all evaluations. The lead evaluator will train and certify other evaluators in the District based upon the same model. The Board will re-certify lead evaluators each school year after reviewing the ongoing training they have received.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Thursday, January 30, 2014

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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.

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

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

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

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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Updated Friday, March 28, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
9-12	(f) % of students with advanced Regents or honors	Advanced Designation Graduation Rates
6-8	(a) achievement on State assessments	NYS Grade 8 ELA Assessment
K-5	(c) results for SWD's and ELL's	NYS Grades 4-5 ELA Assessment

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The HEDI targets for each measure will be an increase of 2% on the previous year's achievement in that measure. The 20 point scale (the 15 point scale once value added is implemented) is attached below. For 9-12 that will be the Advanced Designation Graduation Rate for the current year, for 6-8 that will be the percent increase in the number of students achieving a score within level 4, and for K-5 that will be the percent increase in the indicated subgroup achievement, achievement being defined as a 3 or higher. HEDI points will be assigned on the percentage increase or decrease from the prior year's performance. The percent growth will be rounded up to the next number on the percent meeting target scale if it is above the median. For example: a percent meeting target of 3.75% will be rounded to 4% and a percent meeting target of 3.7% will be rounded down to 3.5%.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Agreed upon school-wide targets demonstrate results are well above District expectations for growth or achievement of student learning standards for grade/subject</p>

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Agreed upon school-wide targets demonstrate results meet District expectations for growth or achievement of student learning standards for grade/subject
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Agreed upon school-wide targets demonstrate results are below District expectations for growth or achievement of student learning standards for grade/subject
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Agreed upon school-wide targets demonstrate results are well below District expectations for growth or achievement of student learning standards for grade/subject

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/12190/558698-qBFVOWF7fC/March 15 Point and 20 Point % increase HEDI Scale.docx

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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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.		
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.		NA
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.		NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.		NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.		NA

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

incentives associated with the controls or adjustments.

No Controls

8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, February 13, 2014

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(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 updated, this list will be updated within the drop-down menu of approved survey tools.

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The District will use the Multidimensional Principal Performance Rubric and will weigh the six domains as follows: Domain 1 -Shared Vision of Learning 8 points; Domain 2 - School Culture and Instructional Program 16 points; Domain 3 - Safe, Efficient, Effective Learning Environment 15 points; Domain 4 - Community 9 points; Domain 5 - integrity, Fairness, Ethics 7 points; Domain 6- Political, Social, Economic, legal and Cultural Context 5 points. Every dimension within each domain will have a 1 to 4 value. The points earned will be a percentage of points available in the domain. The resulting percentage will then be converted to a number equaling that percentage of the possible points available in that Domain. If a principal receives a rating of ineffective in all components in any Domain they will receive a 0 as a point total for that domain.

Assistant Superintendent for Curriculum and Instruction and the Superintendent will determine which artifacts are appropriate evidence to supplement the onsite observations of the principal. A minimum of two school visits by the superintendent will be used to collect evidence for each of the six domains. The points will be assessed in the aggregate for each domain. Specifically, the evaluator will review all available data and evidence as they reflect the elements in each of the six domains. Principals overall performance can be rated at any score from 0 to 60.

Normal rounding rules will apply, but in no case will rounding cause an administrator to move from one scoring band to the next.

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	A highly effective rating is achieved by demonstrating exemplary performance in the domains of the rubric resulting in an overall composite score from 54 to 60 points.
Effective: Overall performance and results meet standards.	An effective rating is achieved by demonstrating strong performance in the domains of the rubric resulting in an overall composite score from 43 to 53 points.
Developing: Overall performance and results need improvement in order to meet standards.	A rating of developing is achieved by demonstrating a need for improvement in performance in the domains of the rubric resulting in an overall composite score from 31 to 42 points.
Ineffective: Overall performance and results do not meet standards.	An ineffective rating is achieved by demonstrating poor performance in the domains of the rubric resulting in an overall composite score from 0 to 30 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	43-53
Developing	31-42
Ineffective	0-30

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 Tuesday, April 30, 2013

Updated Monday, December 23, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	54-60
Effective	43-53
Developing	31-42
Ineffective	0-30

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Thursday, January 30, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/558701-Df0w3Xx5v6/Principal Improvement Plan_2.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The District assures that the process will be timely and expeditious in compliance with Education law 3012C.

1. Basic Principles

A tenured principal may appeal an overall composite rating of "developing" or "ineffective," in accordance with the procedures outlined in section 3 below. A non-tenured principal may appeal an overall composite rating of "developing" or "ineffective," in Page 2 accordance with the procedures outlined in section 2, below.

2. Procedure - Non Tenured Principals

(a) All appeals shall be in writing, and shall be filed with the Superintendent within ten work days following the date the principal received the final APPR report with an overall composite rating. The appeal shall articulate in detail the basis for the appeal, and shall include any relevant documents or written materials which the principal believes supports the appeal and are relevant to the resolution of the appeal. The bases for an appeal shall be limited to those set forth in Education Law section 3012-c(5).

(b) Within twenty work days of the receipt of the appeal, the Superintendent shall render a written determination.

Except for alleged procedural violations of the APPR Plan, the determination of the Superintendent as to the substance of the APPR, including the overall composite rating shall not be grievable, arbitrable or subject to review in any other forum. Alleged procedural violations may be submitted to a third party for arbitration.

3. Procedure - Tenured Principals

(a) Within ten work days following receipt by the principal of the final APPR report with an overall composite rating or PIP, the principal may request a review by a retired school administrator ("RSA") mutually selected by the Association and the District, whose fee shall be borne equally by the Association and the District. Within five work days of the request for review, the parties shall agree on an RSA. In the event the parties are unable to agree, each party shall submit three names of RSAs willing to serve, and the District Clerk shall draw a name at random in the same manner as the District employs for ballot placement of Board of Education candidates pursuant to Education Law section 3012c.

(b) Within fifteen calendar days following the selection of the RSA, the principal shall submit to the RSA a written appeal. The appeal shall articulate in detail the basis for the appeal, which shall be limited to the bases set forth in Education Law section 3012-c(5). The appeal shall include any documents or written materials which the principal believes supports the appeal and which are relevant to the resolution of the appeal. Copies of all documents submitted to the RSA shall also be submitted to the Superintendent. Within the same time frame of fifteen calendar days following the selection of the RSA, the Superintendent shall submit relevant underlying evidence which supports the composite rating, including, but not limited to, materials related to building visits and observations.

(c) The RSA shall review the evidence submitted by the principal and the Superintendent and within ten calendar days following receipt of such evidence from both parties, shall issue a decision in writing. The RSA shall be limited to determining whether the overall composite rating was correct, and if incorrect, shall identify the appropriate overall composite rating in accordance with the APPR Plan. The decision of the RSA shall be final, and not subject to review. Notwithstanding the foregoing, nothing herein shall be construed as limiting the right of the principal to challenge an evaluation, including a second consecutive overall composite rating of ineffective in any proceeding brought pursuant to Education Law Section

3020-a.

4. General Provisions Applicable to All Appeals

(a) Any issue or basis not raised in the appeal shall be deemed waived, and any materials or documents not submitted with the appeal shall not be considered.

(b) The principal bears the burden of demonstrating by a preponderance of evidence the merits of the appeal.

(c) Any time limits may be waived by mutual agreement of the parties.

IN NO CASE WILL THE PROCESS NOT BE TIMELY AND EXPEDITIOUS.

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

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

Evaluators will be trained during 16 hours of workshops presented through Eastern Suffolk BOCES or other provider. Training will be conducted by personnel trained by the NYS Department of Education and include all the competencies required by the Department of Education. This training will assure inter-rater reliability

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

The formal training, as outlined by the State, includes these nine elements:

1. 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 of the student growth model and value added model as outlined in the Commissioner's regulations 30-2.2.
4. Application and use of the State approved teacher or principal rubrics as selected by the district or BOCES for evaluations to be used for evaluations including training of the effective application of such rubrics to observe 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 district and/or BOCES to evaluate teachers and principals under this subpart, including how scores are generated for each subcomponent and the composite effectiveness score and the application and use of the scoring ranges prescribed by the Commissioner for the four designated scoring categories used for the teacher's and principal's overall rating and their subcomponent ratings.
9. Specific considerations in evaluating teachers and principals of English Language learners and students with disabilities.

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
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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
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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
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12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Thursday, April 03, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/558702-3Uqgn5g9Iu/Dist Cert 4-2-14.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.

APPR Growth Measures and Local Measures

Point Scale Conversion

For SLOs Measuring Individual Student Growth

20 Point Scale

20 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	20	96-100
	19	91-95
	18	85-90
Effective	17	82-84
	16	80-81
	15	78-79
	14	76-77
	13	74-75
	12	72-73
	11	70-71
	10	68-69
	9	65-67
Developing	8	63-64
	7	60-62
	6	57-59
	5	54-56
	4	52-53
	3	50-51
Ineffective	2	36-49
	1	21-35
	0	0-20

APPR Growth Measures and Local Measures

Point Scale Conversion

For all Group SLOs Comparing Growth as Distance from the Suffolk County
Average

20 Point Conversion % Growth in Achievement Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	20	+ Greater Than 6%
	19	+6%
	18	+5%
Effective	17	+4%
	16	+3.5%
	15	+3%
	14	+2.5%
	13	+2.0%
	12	+1.5%
	11	+1.0%
	10	+0.5%
	9	No Change
Developing	8	-0.5%
	7	-1.0%
	6	-1.5%
	5	-2%
	4	-2.5%
	3	-3%
Ineffective	2	-3.5%
	1	-4%
	0	Less Than -4%

The percent values listed on the conversion chart are the minimum value needed to achieve the corresponding HEDI point values.

Conversion Chart for State Provided Growth Scores

		20 pt. conversion	15 pt. conversion
Highly Effective	25	20	15
	24	20	15
	23	19	14
	22	18	14
Effective	21	17	13
	20	17	13
	19	16	12
	18	16	12
	17	15	11
	16	15	11
	15	14	10
	14	13	10
	13	12	9
	12	11	9
	11	10	8
10	9	8	
Developing	9	8	7
	8	8	7
	7	7	6
	6	6	6
	5	5	5
	4	4	4
Ineffective	3	3	3
	2	2	2
	1	1	1
	0	0	0

APPR Growth Measures and Local Measures

Point Scale Conversion

For all Group SLOs Comparing Growth as Distance from the prior year's average aggregate score

20 Point Conversion % Growth in Achievement Scale		
HEDI	Scale Point	% Increase in Chosen Measure of Student Achievement
Highly Effective	20	+ Greater Than 6%
	19	+6%
	18	+5%
Effective	17	+4%
	16	+3.5%
	15	+3%
	14	+2.5%
	13	+2.%
	12	+1.5%
	11	+1.%
	10	+.5%
	9	No Change
	Developing	8
7		-1.0%
6		-1.5%
5		-2%
4		-2.5%
3		-3%
Ineffective	2	-3.5%
	1	-4%
	0	Less Than -4%

The values listed are the minimum necessary to achieve the corresponding HEDI points.

Conversion Chart

		20 pt. conversion	15 pt. conversion
Highly Effective	25	20	15
	24	20	15
	23	19	14
	22	18	14
Effective	21	17	13
	20	17	13
	19	16	12
	18	16	12
	17	15	11
	16	15	11
	15	14	10
	14	13	10
	13	12	9
	12	11	9
	11	10	8
Developing	10	9	8
	9	8	7
	8	8	7
	7	7	6
	6	6	6
	5	5	5
	4	4	4
3	3	3	

Ineffective	2	2	2
	1	1	1
	0	0	0

Conversion Chart for State Provided Growth Scores

Teacher Improvement Plan (TIP) Process

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan ("TIP"). A TIP is not a disciplinary action. A TIP shall be developed by the supervising administrator in consultation with the teacher. At the end of the timeline set forth in the TIP, the teacher, and supervising administrator shall meet to assess the teacher's performance and ability to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP may be deemed satisfied, modified and continued, or deemed as having been unsuccessfully completed by the teacher.

The TIP is used for those teachers whose **annual teacher evaluation composite score** is rated "developing" or "ineffective". The final evaluation must be based on at least two formal observations completed by the supervising administrator during the current school year. The final evaluation includes evidence from all teacher rubric components and encompasses much more than the formal observation (e.g. informal observations, evidence binder, etc.).

A TIP is completed collegially among the teacher whose rating is "developing" or "ineffective", supervising administrator and union representative. They set professional goals to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties.

The TIP should be developed as soon as practicable after the final evaluation has been completed, but in no case later than ten (10) school days after the date on which teachers are required to report prior to the opening of classes for the new school year. The TIP should be structured around each of the teacher rubric components. TIP goals/activities should be structured so that no more than four or five at a time are addressed. The following should be included on the TIP:

- Definition of the Problem (i.e. areas in need of improvement)
- Statement of the Goals
- Intervention Strategies (i.e. where appropriate, differentiated activities to support the teacher's improvement)
- Resources
- Sample Indicators of Success
- Timeline for achieving improvement

All participants in the TIP meeting should be listed on the TIP. Periodic follow-up sessions should be conducted to assess the teacher's progress.

Teacher Improvement Plan (TIP)

Teacher: _____ Date: _____

Position: _____ Building: _____

Supervising Administrator: _____ Union Representative: _____

Definition of the Problem – A clear description of the specific behavior(s) which are in need of improvement.

Statement of the Goals – A statement reflecting how the specific behavior will change (how it will look) in order to be deemed acceptable. This will include a description of types of data to be used.

Intervention Strategies – The teacher, administrator and union representative will jointly list a description of strategies to address the areas in need of improvement.

Resources – The teacher, administrator and union representative will jointly list resources, available district materials, workshops, etc. to help improve the teacher's practice.

Sample Indicators of Success – The teachers, administrator and union representative will mutually agree upon tangible or visible indicators of success (linked to the APPR rubric selected).

Timeline – The teacher, administrator and union representative will discuss – and a time line for improvement shall be set forth for the process and a date(s) for the follow-up evaluation(s). The teacher will present documentation and evidence of improvement in the designated area at this time. Additional observations/meetings will take place as needed.

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

Teacher Signature: _____ Date: _____

Administrator
Signature: _____ Date: _____

Teacher
Association Rep.
Signature: _____ Date: _____

Signature does not imply agreement, but acknowledges review and receipt of the plan. Written comments may be attached.

APPR Growth Measures and Local Measures

Point Scale Conversion

15 Point Scale

15 Point Scale		
HEDI	Scale Point	% Increase in Chosen Measure of Student Achievement
Highly Effective	15	+Greater Than 6%
	14	+6%
Effective	13	+5%
	12	+4%
	11	+3%
	10	+2%
	9	+1.5%
	8	+1%
Developing	7	+.5%
	6	No Change
	5	-1%
	4	-2%
	3	-3%
Ineffective	2	-4%
	1	-5%
	0	Less Than -5%

APPR Growth Measures and Local Measures

20 Point Conversion Chart

20 Point Conversion Chart		
HEDI	Scale Point	% Increase in Chosen Measure of Student Achievement
Highly Effective	20	+ Greater Than 6%
	19	+6%
	18	+5%
Effective	17	+4%
	16	+3.5%
	15	+3%
	14	+2.5%
	13	+2.0%
	12	+1.5%
	11	+1.0%
	10	+0.5%
	9	No Change
	Developing	8
7		-1.0%
6		-1.5%
5		-2%
4		-2.5%
3		-3%
Ineffective	2	-3.5%
	1	-4%
	0	Less Than -4%

The values listed are the minimum necessary to achieve the corresponding HEDI points

Principal Improvement Plan

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

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

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

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

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

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

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

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

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

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

Any PIP plan created must consist of the following components:

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

SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

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

II. EXPECTED OUTCOMES

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

III. RECOMMENDED RESOURCES/ACTIVITIES

1. List of specific activities related to targeted goals identified in Section I
2. List specific materials, people, workshop to be used to support the PIP
3. Identify the instrument or rubrics used to monitor progress
4. Video or online PD (*Educational Impact or ASCD*)

IV. EVIDENCE OF ACHIEVEMENT

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

V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

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

Superintendent

Date

Principal

Date

PRINCIPAL IMPROVEMENT PLAN

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

CULTURAL COURTESY			
COLLABORATION			

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

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

**PRINCIPAL IMPROVEMENT PLAN
 PROGRESS RECORD FORM**

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

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

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Richard Burns 4/2/14

Teachers Union President Signature: Date:

[Signature] 4/2/14

Administrative Union President Signature: Date:

[Signature] 4/2/14

Board of Education President Signature: Date:

Patricia T. Hope 4/2/14