



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

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

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

October 9, 2012

John J. Finello, Superintendent
East Islip Union Free School District
1 Craig B. Gariepy Avenue
Islip Terrace, NY 11752

Dear Superintendent Finello:

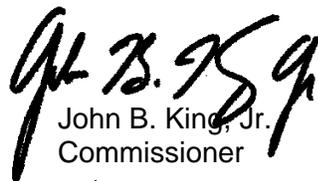
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Dean T. Lucera

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

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

Annual Professional Performance Reviews: 2012-13

Created Tuesday, June 12, 2012

Updated Saturday, September 29, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 580503030000

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

580503030000

1.2) School District Name: EAST ISLIP UFSD

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

EAST ISLIP UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Tuesday, June 12, 2012

Updated Saturday, September 29, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Early Literacy Enterprise Renaissance Learning, Inc.
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise Renaissance Learning, Inc.
2	State-approved 3rd party assessment	STAR Early Literacy Enterprise Renaissance Learning, Inc.

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	The SLOs for grades K-3 ELA utilize State approved third party assessments. The third party assessments will be rigorous,
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	comparable across classrooms and the same assessment will be used across a grade level or subject. For grade 3, the 3rd party approved assessment will be used as a pretest and targets will be set for the third Grade State Assessment based on the pretest results. In order to determine the percentage of students that met the established target growth, students' baseline or pretest results will be compared to their final year assessment results. This percentage will be converted to a scale score of 0 to 20 points as shown in section 2.11 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will achieve at least a 20% growth between the baseline and the final year assessment results.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the growth target as established by the scale in section 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A rating of effective is attributed to a teacher whose students' growth performance is between 62% and 84% as established by the scale in section 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A rating of developing is attributed to a teacher whose students' growth performance is between 55% and 61% as established by the scale in section 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A rating of ineffective is attributed to a teacher whose students' growth performance is below 55% as established by the scale in section 2.11

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	STAR MATH Enterprise Renaissance Learning, Inc.
1	State-approved 3rd party assessment	STAR MATH Enterprise Renaissance Learning, Inc.
2	State-approved 3rd party assessment	STAR MATH Enterprise Renaissance Learning, Inc.

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for grades K-3 Math utilize State approved third party assessments. The third party assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. For grade 3, the 3rd party approved assessment will be used as a pretest and targets will be set for the third Grade State Assessment based on the pretest results. In order to determine the percentage of students that met the established target growth, students' baseline or pretest results will be compared to their final year assessment results.
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	This percentage will be converted to a scale score of 0 to 20 points as shown in section 2.11 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will achieve at least a 20% growth between the baseline and the final year assessment results.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the growth target as established by the scale in section 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A rating of effective is attributed to a teacher whose students' growth performance is between 62% and 84% as established by the scale in section 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A rating of developing is attributed to a teacher whose students' growth performance is between 55% and 61% as established by the scale in section 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A rating of ineffective is attributed to a teacher whose students' growth performance is below 55% as established by the scale in section 2.11

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for grades 6-8 Science utilize district-developed assessments. The District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. For grade 8, the District developed assessment will be used as a pretest and targets will be set for the 8th Grade State Assessment based on the pretest results. In order to determine the percentage of students that met the established target growth, students' baseline or pretest results will be compared to their final year assessment results. This percentage will be converted to a scale score of 0 to 20 points as shown in section 2.11 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will achieve at least a 20% growth between the baseline and the final year assessment results.
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the growth target as established by the scale in section 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A rating of effective is attributed to a teacher whose students' growth performance is between 62% and 84% as established by the scale in section 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A rating of developing is attributed to a teacher whose students' growth performance is between 55% and 61% as established by the scale in section 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A rating of ineffective is attributed to a teacher whose students' growth performance is below 55% as established by the scale in section 2.11

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	EIUFSD Grade 6 Summative Social Studies State Standards Assessment
7	District, regional or BOCES-developed assessment	EIUFSD Grade 7 Summative Social Studies State Standards Assessment
8	District, regional or BOCES-developed assessment	EIUFSD Grade 8 Summative Social Studies State Standards Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for grades 6-8 Social Studies utilize district-developed assessments. The District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target growth, students' baseline or pretest results will be compared to their final year assessment results. This percentage will be converted to a scale score of 0 to 20 points as shown in section 2.11 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will achieve at least a 20% growth between the baseline and the final year assessment results.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the growth target as established by the scale in section 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A rating of effective is attributed to a teacher whose students' growth performance is between 62% and 84% as established by the scale in section 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A rating of developing is attributed to a teacher whose students' growth performance is between 55% and 61% as established by the scale in section 2.11

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

A rating of ineffective is attributed to a teacher whose students' growth performance is below 55% as established by the scale in section 2.11

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	EIUFSD Grade 9 Global 1 State Standard Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school Social Studies utilize district-developed assessments. The District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. For Global 2 and for American History, the District developed assessment will be used as a pretest and targets will be set for the Global 2 and for the American History regents exams based on the pretest results. In order to determine the percentage of students that met the established target growth, students' baseline or pretest results will be compared to their final year assessment results. This percentage will be converted to a scale score of 0 to 20 points as shown in section 2.11 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will achieve at least a 20% growth between the baseline and the final year assessment results.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the growth target as established by the scale in section 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A rating of effective is attributed to a teacher whose students' growth performance is between 62% and 84% as established by the scale in section 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A rating of developing is attributed to a teacher whose students' growth performance is between 55% and 61% as established by the scale in section 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A rating of ineffective is attributed to a teacher whose students' growth performance is below 55% as established by the scale in section 2.11

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school Science regents courses utilize district-developed assessments. The District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. For Living Environment, Earth Science, Chemistry and Physics, the District developed assessment will be used as a pretest and targets will be set for the each of these regents exams based on the pretest results. In order to determine the percentage of students that met the established target growth, students' baseline or pretest results will be compared to their final year assessment results. This percentage will be converted to a scale score of 0 to 20 points as shown in section 2.11 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will achieve at least a 20% growth between the baseline and the final year assessment results.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the growth target as established by the scale in section 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A rating of effective is attributed to a teacher whose students' growth performance is between 62% and 84% as established by the scale in section 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A rating of developing is attributed to a teacher whose students' growth performance is between 55% and 61% as established by the scale in section 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A rating of ineffective is attributed to a teacher whose students' growth performance is below 55% as established by the scale in section 2.11

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school Math regents courses utilize district-developed assessments. The District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. For Algebra 1, Geometry and Algebra 2 Trigonometry, the District developed assessment will be used as a pretest and targets will be set for the each of these regents exams based on the pretest results. In order to determine the percentage of students that met the established target growth, students' baseline or pretest results will be compared to their final year assessment results. This percentage will be converted to a scale score of 0 to 20 points as shown in section 2.11 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will achieve at least a 20% growth between the baseline and the final year assessment results.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the growth target as established by the scale in section 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A rating of effective is attributed to a teacher whose students' growth performance is between 62% and 84% as established by the scale in section 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A rating of developing is attributed to a teacher whose students' growth performance is between 55% and 61% as established by the scale in section 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A rating of ineffective is attributed to a teacher whose students' growth performance is below 55% as established by the scale in section 2.11

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	District Grade 9 Summative Common Core English Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school English Language Arts utilize district-developed assessments. The District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. For grade 11 ELA, the District developed assessment will be used as a pretest and targets will be set for the 11th Grade State Regents exam based on the pretest results. In order to determine the percentage of students that met the established target growth, students' baseline or pretest results will be compared to their final year assessment results. This percentage will be converted to a scale score of 0 to 20 points as shown in section 2.11 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will achieve at least a 20% growth between the baseline and the final year assessment results.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the growth target as established by the scale in section 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A rating of effective is attributed to a teacher whose students' growth performance is between 62% and 84% as established by the scale in section 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A rating of developing is attributed to a teacher whose students' growth performance is between 55% and 61% as established by the scale in section 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A rating of ineffective is attributed to a teacher whose students' growth performance is below 55% as established by the scale in section 2.11

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 Art Courses	District, Regional or BOCES-developed	EIUFSD District Developed Course Specific Art State Standards Assessment
All Music Courses	District, Regional or BOCES-developed	EIUFSD District Developed Course Specific Music State Standards Assessment
All Physical Education Courses	District, Regional or BOCES-developed	EIUFSD District Developed Course Specific Physical Ed State Standards Assessment
All Technology Courses	District, Regional or BOCES-developed	EIUFSD District Developed Course Specific Technology State Standards Assessment

All Family Consumer Science Courses	District, Regional or BOCES-developed	EIUFSD District Developed Course Specific Family Consumer Science State Standards Assessment
All Business Courses	District, Regional or BOCES-developed	EIUFSD District Developed Course Specific Business State Standards Assessment
All Health Courses	District, Regional or BOCES-developed	EIUFSD District Developed Course Specific Health State Standards Assessment
All Other Secondary Math Courses	District, Regional or BOCES-developed	EIUFSD District Developed Course Specific Math State Standards Assessment
All Other Secondary Social Studies Courses	District, Regional or BOCES-developed	EIUFSD District Developed Course Specific Social Studies State Standards Assessment
All Other Secondary English Courses	District, Regional or BOCES-developed	EIUFSD District Developed Course Specific English State Standards Assessment
All Other Secondary Science Courses	District, Regional or BOCES-developed	EIUFSD District Developed Course Specific Science State Standards Assessment
Academic Intervention Services	State-approved 3rd party assessment	STAR MATH Enterprise Renaissance Learning, Inc., STAR Reading Enterprise Renaissance Learning, Inc.
All LOTE Courses	District, Regional or BOCES-developed	EIUFSD District Developed Course Specific LOTE State Standards Assessment
ESL Grades K to 12	State Assessment	NYSESLAT
Reading	State-approved 3rd party assessment	STAR Reading Enterprise Renaissance Learning, Inc.
Character Development	District, Regional or BOCES-developed	EIUFSD District Developed Course Specific Character Development State Standards Assessment
Earth Science Grade 8	State Assessment	Earth Science Regents Exam
Speech	District, Regional or BOCES-developed	EIUFSD District Developed Course Specific Speech Assessments
Career Development-Life Skills	District, Regional or BOCES-developed	NYSAA
All Special Education Courses	District, Regional or BOCES-developed	EIUFSD District Developed Course Specific Final Assessment

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

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

The SLOs for all other courses utilize district-developed assessments. The District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. For all other courses ending in a regents exam or in a state assessment, District developed assessments will be used as pretests and targets will be set for the State Regents exams or for the state assessments based on the pretest results. In order to determine the percentage of students that met the established target growth, students' baseline or pretest results will be compared to their final year assessment results. This percentage will be converted to a scale score of 0 to 20 points as shown in section 2.11 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will achieve at least a 20% growth between the baseline and the final year assessment results.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the growth target as established by the scale in section 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A rating of effective is attributed to a teacher whose students' growth performance is between 62% and 84% as established by the scale in section 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A rating of developing is attributed to a teacher whose students' growth performance is between 55% and 61% as established by the scale in section 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A rating of ineffective is attributed to a teacher whose students' growth performance is below 55% as established by the scale in section 2.11

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/141950-TXEttx9bQW/EI Conversion for SLOs Section 2.docx

2.12) Locally Developed Controls

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

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

For teachers teaching ELL or students with disabilities, adjustments to the percentage bands are made based on the student's historical data. Attached tables reflect such adjustments. Further historical data will help to determine consistent expectations for students with mitigating circumstances within the district.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise Renaissance Learning, Inc.
5	4) State-approved 3rd party assessments	STAR Reading Enterprise Renaissance Learning, Inc.

6	4) State-approved 3rd party assessments	STAR Reading Enterprise Renaissance Learning, Inc.
7	4) State-approved 3rd party assessments	STAR Reading Enterprise Renaissance Learning, Inc.
8	4) State-approved 3rd party assessments	STAR Reading Enterprise Renaissance Learning, Inc.

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 state-approved 3rd party assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the approved 3rd party final assessment. This percentage will be converted to a scale score of 0 to 15 points as shown in section 3.3 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final assessment for each grade level in ELA for grades 4-8.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR MATH Enterprise Renaissance Learning, Inc.
5	4) State-approved 3rd party assessments	STAR MATH Enterprise Renaissance Learning, Inc.

6	4) State-approved 3rd party assessments	STAR MATH Enterprise Renaissance Learning, Inc.
7	4) State-approved 3rd party assessments	STAR MATH Enterprise Renaissance Learning, Inc.
8	4) State-approved 3rd party assessments	STAR MATH Enterprise Renaissance Learning, Inc.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The state-approved 3rd party assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the approved 3rd party final assessment. This percentage will be converted to a scale score of 0 to 15 points as shown in section 3.3 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final assessment for each grade level in Math for grades 4-8.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.3

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/141952-rhJdBgDruP/Conversion for 4-8 Math and ELA Local Section 3.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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise Renaissance Learning, Inc.
1	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise Renaissance Learning, Inc.
2	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise Renaissance Learning, Inc.
3	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise Renaissance Learning, Inc.

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 state-approved 3rd party assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the approved 3rd party final assessment. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment for each grade level ELA, in grades K-3.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR MATH Enterprise Renaissance Learning, Inc.
1	4) State-approved 3rd party assessments	STAR MATH Enterprise Renaissance Learning, Inc.
2	4) State-approved 3rd party assessments	STAR MATH Enterprise Renaissance Learning, Inc.
3	4) State-approved 3rd party assessments	STAR MATH Enterprise Renaissance Learning, Inc.

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 state-approved 3rd party assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the approved 3rd party final assessment. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment for each grade level in Math, for grades K-3.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

3.6) Grades 6-8 Science

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

Locally-Selected Measure from List of Approved Measures	Assessment
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6	5) District, regional, or BOCES–developed assessments	EIUFSD Grade 6 District developed based on NYS Standards
7	5) District, regional, or BOCES–developed assessments	EIUFSD Grade 7 District developed based on NYS Standards
8	5) District, regional, or BOCES–developed assessments	EIUFSD Grade 8 District developed based on NYS Standards

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 District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the district developed final assessment. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment for each science course in grades 6-8.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	EIUFSD Grade 6 District developed based on NYS Standards
7	5) District, regional, or BOCES–developed assessments	EIUFSD Grade 7 District developed based on NYS Standards
8	5) District, regional, or BOCES–developed assessments	EIUFSD Grade 8 District developed based on NYS Standards

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 District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the district developed final assessment. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment for each course of social studies grades 6-8.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES-developed assessments	EIUFSD Grade 9 Global 1 District developed based on NYS Standards
Global 2	3) Teacher specific achievement or growth score computed locally	Grade 10 Global History and Geography Regents Exam
American History	3) Teacher specific achievement or growth score computed locally	Grade 11 US History and Government Regents Exam

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.	The District developed assessment or the regents exams will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the final assessment for the course. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment or the respective course regents exam for each course of high school Social Studies.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

3.9) High School Science

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The state regents assessment will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the regents exam for the course. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year regents exam for each course of high school Science.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

3.10) High School Math

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

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

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

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

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

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 state regents assessment will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the regents exam for each course. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year regents exam for each course of high school Math.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	EIUFSD Grade 9 District developed using common core state standards
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	EIUFSD Grade 10 District developed using common core state standards
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	English Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	The District developed assessments or the regents exam will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order
--	--

3.13, below.	to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the final assessment for the course. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessments or the course regents exam for each course of high school English Language Arts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

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 Art Courses	5) District/regional/BOCES-developed	EIUFSD District Developed Course Specific Performance Assessments NYS Standards based with a rubric
All Music Courses	5) District/regional/BOCES-developed	EIUFSD District Developed Course Specific Performance Assessments NYS Standards based with a rubric
All Physical Education Courses	5) District/regional/BOCES-developed	EIUFSD District Developed Course Specific Performance Assessments NYS Standards based with a rubric
All Health Courses	5) District/regional/BOCES-developed	EIUFSD District Developed Course Specific Performance Assessments NYS Standards based with a rubric
All Technology Courses	5) District/regional/BOCES-developed	EIUFSD District Developed Course Specific Final NYS Standards based with rubric
All Business and Family Consumer Science Courses	5) District/regional/BOCES-developed	EIUFSD District Developed Course Specific Final Assessments NYS Standards based with a rubric
All LOTE Courses	5) District/regional/BOCES-developed	EIUFSD District Developed Course Specific Final NYS Standards based
All other Secondary Math Courses	5) District/regional/BOCES-developed	EIUFSD District Developed Course Specific Final Common Core based

All other Secondary Social Studies Courses	5) District/regional/BOCES–developed	EIUFSD District Developed Course Specific Final NYS Standards based
All other Secondary English Courses	5) District/regional/BOCES–developed	EIUFSD District Developed Course Specific Final Assessment ELA Common Core based
All other Secondary Science Courses	5) District/regional/BOCES–developed	EIUFSD District Developed Course Specific Final NYS Standards based
Earth Science Grade 8	5) District/regional/BOCES–developed	EIUFSD District Developed Course Specific Final NYS Standards based
ELA Grades 3 - 8	3) Teacher specific achievement/growth score computed locally	STAR Reading Enterprise Renaissance Learning, Inc. Course Specific
Reading	4) State-approved 3rd party	STAR Reading Enterprise Renaissance Learning, Inc. Course Specific
Character Development	5) District/regional/BOCES–developed	EIUFSD District Developed Course Specific Final Assessment based on district's Dignity for All Plan
All Special Education Courses	5) District/regional/BOCES–developed	EIUFSD District Developed Course Specific Final Assessment
Academic Intervention Services	5) District/regional/BOCES–developed	EIUFSD District Developed Course Specific Final Assessment
Speech	5) District/regional/BOCES–developed	EIUFSD District Developed Course Specific Speech Assessment
Career Development-Life Skills	3) Teacher specific achievement/growth score computed locally	NYSAA
ESL Grades K to 12	3) Teacher specific achievement/growth score computed locally	EIUFSD District Developed Course Specific Final Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

The District developed assessment or the regents exams will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the final assessment for the course. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an

effective rating we expect that at least 62% of his/her students will pass the final year assessment for each of the other courses listed.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.

A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13

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

A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/141952-y92vNseFa4/EI Conversions for Others Section 3.docx

3.14) Locally Developed Controls

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

Based on teacher's student's performance and on their SWD and ELL subgroups we will adjust HEDI percentages using attached tables. Further adjustments will be made for inclusion classes, self-contained classes, and ELL classes. Each assessment is aligned to the standards for each course of study.

3.15) Teachers with More Than One Locally Selected Measure

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

For those teachers teaching multiple courses, the percentages will be weighted by course enrollment appropriately to compute the teacher's score.

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)

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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

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	32
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	28

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

(No response)

4.3) Survey Tools (if applicable)

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

- Checked

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.

Each of the four domains of Danielson's rubric will be rated equally. Domain 1- 15 points, Domain 2- 15 points, Domain 3- 15 points, Domain 4 - 15 points. The end-of-year teacher evaluation form uploaded here reflects the rating for each domain and helps to determine the point sub-total for this category by summing up the points allocated to each domain. The point sub-total mentioned will be calculated by averaging the number of points allocated for each domain in each of the teachers' individual observations for that school year.

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

assets/survey-uploads/5091/141961-eka9yMJ855/East Islip School District Annual Evaluation Report_062512.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers showing exemplary or above average performance in Planning and Preparation, Delivering Instruction, Managing Classroom Environment, and Professional Responsibilities
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers showing average performance in Planning and Preparation, Delivering Instruction, Managing Classroom Environment, and Professional Responsibilities
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers showing below average performance in Planning and Preparation, Delivering Instruction, Managing Classroom Environment, and Professional Responsibilities
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers showing unsatisfactory performance in Planning and Preparation, Delivering Instruction, Managing Classroom Environment, and Professional Responsibilities

Provide the ranges for the 60-point scoring bands.

Highly Effective	55 to 60
Effective	35 to 54
Developing	16 to 34
Ineffective	0 to 15

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	55 to 60
Effective	35 to 54
Developing	16 to 34
Ineffective	0 to 15

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/141953-Df0w3Xx5v6/East Islip School District Teacher Improvement Plan_1.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:

APPR – Teacher Evaluation Appeals

- 1. Within ten (10) business days, occurring during the school year including summer recess, of the receipt of a teacher's annual evaluation, the teacher may request, in writing, review by the Superintendent of Schools or his/her designee.*
- 2. The appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. The evaluated*

teacher may only challenge the substance, rating and/or adherence to the parties' annual professional performance review plan adopted pursuant to 8 NYCRR 30-2 and Education Law 3012-c.

3. Within ten (10) business days, occurring during the school year including summer recess, of receipt of the appeal the Superintendent of Schools or his/her designee shall render an initial determination, in writing, respecting the appeal. Thereafter the affected teacher may elect review of the appeal papers by one outside expert who will be chosen from a panel of three persons selected by the District and EITA, which panel shall be established by the parties. The initial panel shall be identified in a separate writing between the parties. The panel composition shall be reviewed annually beginning on July 1 2013. The panelists shall be selected in rotating order; if a panelist is unavailable, the next listed panelist will be chosen. The cost of expert review shall be borne by the District. The expert may recommend a modification of the TIP, or a modification of the rating, along with his/her rationale for the same. Expert review shall be completed within ten (10) days of delivery of the written request for review to the panel member. No hearing shall be held and the review shall be based solely upon the original appeal, the Superintendent's initial determination supporting papers submitted by the teacher and/or a response to the appeal by the teacher's evaluator. The panelist's written review recommendation shall be transmitted to the Superintendent and appellant upon completion. The Superintendent shall consider the written review recommendation of the panelist and shall issue a written decision with ten days thereof. The determination of the Superintendent of Schools, or his/her designee, shall be final and shall not be grievable, arbitrable, nor reviewable in any other forum; however, the failure of either party to abide by the above agreed upon process shall be subject to the grievance procedure. (The parties acknowledge that nothing herein shall prevent a unit member from offering into evidence the written review recommendations of an outside expert appointed pursuant to this subdivision in the context of a 3020-a discharge proceeding based on a "pattern of ineffective teaching or performance" or "pedagogical incompetence.")

4. An overall performance rating of "ineffective" on the annual evaluation is the only rating subject to appeal. Teachers who receive a rating of "highly effective" or "effective" or "developing" shall not be permitted to appeal their rating. Tenured teachers who are rated effective, highly effective or developing may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluating and filed in the teacher's personnel file. Such response shall be filed within ten (10) business days, occurring during the school year including summer recess, of the teacher's receipt of the APPR evaluation.

5. Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a teacher improvement plan. Probationary teachers who are rated ineffective, effective, highly effective or developing may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the teacher's personnel file. Such response shall be filed within ten (10) business days, occurring during the school year including summer recess, of the teacher's receipt of the APPR evaluation.

6. A teacher receiving a rating of developing can request a review by the Superintendent; the review will cite reasons for the "Developing" rating

6.4) Training and Certification of Lead Evaluators and Evaluators

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

In order to certify administrators, the district began using the Charlotte Danielson rubric for observations and evaluations for Effective Teaching during 2006/2007 school year. All administrators received training sponsored in district on the Danielson Framework from an outside consultant. This helped all administrators to deepen their understanding of each of the domains and promoted inter-rater reliability. This year, beginning September 2011, in compliance with state guidelines, all administrators received ongoing training which addressed all of the lead evaluator training components. This training included observing numerous video lessons of classroom lessons and the administrators rated them using the rubric. Observations were discussed, critiqued, and compared in order to foster consistent rating amongst the administrators.

In order to re-certify administrators each year, peer groups have been established. Groups of 3 to 4 administrators will work collaboratively to conduct observations, walk-throughs, practice writing observations independently, and sharing their work to provide feed back. In addition administrators will be afforded the opportunity to participate in BOCES sponsored lead evaluator training sessions throughout the year. Newly hired administrators will participate in these sessions as well as monthly workshops with the assistant superintendent of instruction and personnel to orient them to process and procedures. This will be an ongoing process.

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

the classroom teacher's performance is being measured.	
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, June 12, 2012

Updated Saturday, September 29, 2012

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

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

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

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

K-5
6-8
9-12
PK-5
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
N/A		N/A

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future,

any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

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

8. Local Measures (Principals)

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Updated Saturday, September 29, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	STAR Early Literacy Enterprise, Renaissance Learning and STAR Math Enterprise, Renaissance Learning
6-8	(d) measures used by district for teacher evaluation	STAR Literacy Enterprise, Renaissance Learning and STAR Math Enterprise, Renaissance Learning
9-12	(d) measures used by district for teacher evaluation	High School State Regents Exams for all grades and for all courses

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The state-approved 3rd party assessments or regents exams will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the approved 3rd party final assessments or the specific regents exams. This percentage will be converted to a scale score of 0 to 15 points as shown in the attached rubric. For a principal to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year assessments for specific courses or for specific regents exams as indicated.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a principal for whom at least 85% of the students meet the achievement target as established by the attached scale.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a principal whose students' achievement performance is between 62% and 84% as established by the attached scale.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a principal whose students' achievement performance is between 55% and 61% as established by the attached scale.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a principal whose students' achievement performance is below 55% as established by the attached scale.

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

(No response)

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

assets/survey-uploads/5366/141968-qBFVOWF7fC/Conversion Principal Local.docx

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
N/A		N/A

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

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.

There are achievement targets set for each student. The number of students meeting the target will be divided by the total number of students to whom the target applies in order to calculate the overall percentage of students meeting the target in each school. This percentage is then converted to a scale score of 0 to 15. Thus each school principal will be accountable based upon the percentage of students assessed by each locally selected measure.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, June 12, 2012

Updated Saturday, September 29, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Attached Principal Evaluation Form

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

assets/survey-uploads/5143/141970-pMADJ4gk6R/Principal Evaluation for SED_2_1.docx

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

Highly Effective: Overall performance and results exceed standards.	Exemplary performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among staff and community.
Effective: Overall performance and results meet standards.	Effective performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among staff and community.
Developing: Overall performance and results need improvement in order to meet standards.	Less than effective performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among staff and community.
Ineffective: Overall performance and results do not meet standards.	Unsatisfactory performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among staff and community.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	56.8 - 60
Effective	50.3 - 56.7
Developing	37 - 50.2
Ineffective	0 - 36

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	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

Tenured Principals

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

10. Composite Scoring (Principals)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	56.8 - 60
Effective	50.3 - 56.7
Developing	37 - 50.2
Ineffective	0-36

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, June 12, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/141972-Df0w3Xx5v6/PIP.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:

Appeal Procedure for Principals

The parties will continue to meet in order to negotiate all aspects of the Annual Professional Performance Review ("APPR") process as required by Education Law Section 3012-c. The resolution of the issues discussed by the parties shall be in writing, be placed with the appropriate paragraphs of the collective bargaining agreement, and this writing shall constitute compliance with the requirements of Education Law Section 3012-c.

Notwithstanding the above, the parties agree that as to the appeals procedure referred to in Education Law Section 3012-c, the following constitutes compliance with the statute and shall be incorporated into the parties' collective bargaining agreement:

A. Appeals shall be limited to those evaluations which have resulted in a rating of "Ineffective" or "Developing." Principals may submit written rebuttals of determinations of "Effective" and "Highly Effective" but may not appeal such ratings.

B. A draft annual evaluation form with projected score shall be presented to the building principal at a meeting between the principal and the Assistant Superintendent of Instruction and Personnel to be held no later than August 1st.

C. Within ten (10) business days of the receipt of the draft evaluation of a building principal's annual evaluation, the principal may present information, suggestions, and materials, in writing, to the Assistant Superintendent of Instruction and Personnel.

D. Within ten (10) business days of receipt of the materials, the Assistant Superintendent of Instruction and Personnel shall issue the final evaluation to the building principal.

E. Within ten (10) business days of receipt of the final annual evaluation providing a "score" and "rating" as set forth in subparagraph (a) above, a principal may appeal the annual evaluation to the Superintendent of Schools. If a principal is on vacation when the final evaluation is issued, the ten (10) business days for appeal provided herein shall not commence until the principal returns from vacation. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:

- i. The substance and rating of the annual professional performance review;*
- ii. The school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;*
- iii. The school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and*
- iv. The school district's issuance and/or implementation of the terms of the principal's improvement plan.*

F. Any issue not raised in the written appeal shall be deemed waived.

G. Within ten (10) business days of receipt of the appeal, the Superintendent of Schools shall render a written determination with respect thereto.

H. Other than as set forth in subsection (i) below, the determination of the Superintendent of Schools as to the substance of the annual professional performance review shall not be grievable, arbitrable, nor reviewable in any other forum. Procedural issues set forth in this Article shall be appealed pursuant to the grievance machinery of the collective bargaining agreement.

I. A principal who received two consecutive ratings of "Ineffective" will be afforded the right to appeal the second "Ineffective" evaluation directly to a committee of 2-3 outside experts. The outside experts will be mutually agreed upon by the Association and the East Islip School District. College professors, certified evaluators and trained outside lead evaluators may be considered as the pool of experts. The committee of experts may suggest modification of the evaluator, suggest setting aside the "Ineffective" rating or provide additional suggestions to the Superintendent of Schools.

- i. The cost of the committee of 2-3 experts will be borne equally between the Association and the District.*
- ii. Absent exigent circumstances, the hearing panel will hear the principal's appeal no later than thirty (30) business days from the date of the final evaluation that resulted in the consecutive "Ineffective" rating.*
- iii. The committee of experts shall issue a written determination within fifteen (15) calendar days from the conclusion of the review. The committee of experts shall have the authority to uphold, rescind, modify, or revise the building principal's second consecutive "Ineffective" evaluation. The decision of this committee shall be brought back to the Superintendent and the Assistant Superintendent of Instruction and Personnel for review.*
- iv. The Superintendent of Schools will determine the final rating based on the committee's input.*

J. No appeal other than the second consecutive "Ineffective" will be heard before the committee of experts. All other appeals will end with the Superintendent of Schools.

K. The time frames referred to herein may be extended by mutual agreement of the parties and/or guidelines established by New York State. In no event the appeal shall exceed 60 days.

L. The District agrees that it will not subject a principal to disciplinary charges pursuant to Education Law 3012-c until all teaching personnel have been evaluated and held accountable under said provision.

M. It is agreed that the administrative appeals process will be reviewed annually and opened to renegotiation if either party deems it necessary.

N. Non-tenured principals shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a principal improvement plan. Probationary principals who are rated ineffective, effective, highly effective, or developing may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the principal's file. Such response shall be filed within ten (10) business days, occurring during the school year including summer vacation days, of the principal's receipt of the APPR evaluation.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

In order to train and certify evaluators, the district began using the Charlotte Danielson rubric for observations and evaluations for Effective Teaching during 2006/2007 school year. All administrators received training sponsored in district on the Danielson Framework from an outside consultant. This helped all administrators to deepen their understanding of each of the domains and promoted rator reliability. This year, beginning September 2011, in compliance with state guidelines, all administrators received ongoing training which addressed all of the lead evaluator training components. This training included observing numerous video lessons of classroom lessons and the administrators rated them using the rubric. Observations were discussed, critiqued, and compared in order to foster consistent rating amongst the administrators and inter-rater reliability.

For future training on an ongoing bases and in order to re-certify administrators each year, peer groups have been established along with options to participate in BOCES future training sessions. Groups of 3 to 4 administrators will work collaboratively to conduct observations, walk-throughs, practice writing observations independently, and sharing their work with the group to provide and to receive feed back. In addition administrators will be afforded the opportunity to participate in BOCES sponsored lead evaluator training sessions throughout the year. Newly hired administrators will participate in these sessions as well as monthly workshops with the assistant superintendent of instruction and personnel to orient them to process and procedures.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building

principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
--	---------

11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
--	---------

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

12. Joint Certification of APPR Plan

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Updated Saturday, September 29, 2012

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12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/141974-3Uqgn5g9Iu/EI Signature Page_2.pdf](assets/survey-uploads/5581/141974-3Uqgn5g9Iu/EI%20Signature%20Page_2.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.



East Islip School District
ANNUAL EVALUATION REPORT
For Certified Personnel

Name: _____ School: _____ School Year: _____

Department/Grade _____ Tenured: _____ Non-Tenured: _____

The annual evaluation is a summary of the teacher's overall performance for the year. Supervisors will assign a rating of **(H) Highly Effective**, **(E) Effective**, **(D) Developing** or **(I) Ineffective** for each specific domain, as well as, an overall rating of **(H) Highly Effective**, **(E) Effective**, **(D) Developing** or **(I) Ineffective**. Comments will elaborate on the strength or areas of concern in each component of the domain. Comments, impressions and specific recommendations related to these areas appear in the comments and summary sections. Teacher reflections and lists of professional contributions are to be attached as part of this document.

*Domains are to be equally rated. **(H)** 55-60 **(E)** 35-54 **(D)** 16-34 **(I)** 0-15

<p>Planning/Preparation (Total Points = 15)</p> <ul style="list-style-type: none"> • Demonstrating knowledge of content & pedagogy • Demonstrating knowledge of students • Setting clear instructional outcomes aligned to EI curriculum and NYS Standards • Demonstrating knowledge of resources • Designing coherent instruction • Designing student assessments <p><u>COMMENTS/EVIDENCE:</u></p> <p style="text-align: right;">/15 Points</p> <p style="text-align: center;"> <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> H </p>	<p>The Environment (Total Points = 15)</p> <ul style="list-style-type: none"> • Creating an environment of respect & rapport • Establishing a culture for learning • Managing procedures • Managing student behavior • Organizing physical space <p><u>COMMENTS/EVIDENCE:</u></p> <p style="text-align: right;">/15 Points</p> <p style="text-align: center;"> <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> H </p>
<p>Instruction (Total Points = 15)</p> <p>Communicating clear expectations & explanation Using questioning & discussion techniques Engaging students in learning Structure and pacing Using assessment in instruction Demonstrating flexibility & responsiveness</p> <p><u>COMMENTS/EVIDENCE:</u></p> <p style="text-align: right;">/15 Points</p> <p style="text-align: center;"> <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> H </p>	<p>Professional Responsibilities (Total Points = 15)</p> <p>Reflecting on teaching Maintaining accurate records Communicating with families Participating in a professional community Growing & developing professionally Showing professionalism</p> <p><u>COMMENTS/EVIDENCE:</u></p> <p style="text-align: right;">/15 Points</p> <p style="text-align: center;"> <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> H </p>

Teacher goals for the coming year, as appropriate.

- May be collaboratively developed
- Should align with district and/or building goals
- Should be informed by student performance data

Supervisor's Summary:

Check here if a formal Teacher Improvement Plan is required:

Overall Rating:

 "H" "E" "D" or "I"

For Non-Tenured Teachers Only:

<input type="checkbox"/>
<input type="checkbox"/>

Recommended for continuance

Not recommended for continuance

Overall Score: _____ /60

Teacher's Signature: _____

Date: _____

Supervisor's Signature: _____

Date: _____

Principal's Signature: _____

Date: _____

*Signing this form indicates only that it has been read and received.
Comments and responses may be attached with a copy to supervisor and file.*

WHITE - Teacher

GREEN - Principal

BLUE - Director

YELLOW - Personnel File

PINK - Superintendent

Table 1 - Percentage to Points Conversion (20) - SLO*							
HE 100-85 20-18		E 84-62 17-9		D 61-55 8-3		I 54-0 2-0	
100-95	20	84-81	17	61-60	8	54-50	2
94-90	19	80-78	16	59	7	49-40	1
89-85	18	77-76	15	58	6	39-0	0
		75-74	14	57	5		
		73-72	13	56	4		
		71-70	12	55	3		
		69-68	11				
		67-65	10				
<i>For ALL grades and courses in this category</i>		64-62	9	* For all courses requiring a SLO			

Table 1a - Percentage to Points Conversion (20) - SLO or Local – Adjusted for SWD & ELL*							
HE 100-83 20-18		E 82-60 17-9		D 51-45 8-3		I 44-0 2-0	
100-95	20	82-79	17	51-50	8	44-40	2
94-90	19	78-75	16	49	7	39-35	1
89-83	18	74-71	15	48	6	34-0	0
		70-67	14	47	5		
		66-64	13	46	4		
		63-61	12	45	3		
		60-58	11				
		57-55	10				
		54-52	9			*ELL & Inclusion Classes	

Table 1b - Percentage to Points Conversion (20) - SLO–
*Adjusted for SWD***

HE 100-76 20-18		E 75-50 17-9		D 49-30 8-3		I 29-0 2-0	
100-90	20	75-73	17	49-46	8	29-16	2
89-81	19	72-69	16	45-42	7	15-6	1
80-76	18	68-66	15	41-38	6	5-0	0
		65-63	14	37-34	5		
		62-60	13	33-31	4		
		59-57	12	30	3		
		56-54	11				
		53-52	10				
		51-50	9			**Self Contained	

Conversion for 4-8 Math and ELA

Table 2 (15 points) - Local*– Gr 4-8 Math & ELA Percentage to Points Conversion							
At least 62% of the teacher’s students will pass or score over a 65 on the final STAR assessments							
HE 100-85 15-14		E 84-62 13-8		D 61-55 7-3		I 54-0 2-0	
100-92	15	84-80	13	61-60	7	54-50	2
91-85	14	79-75	12	59-58	6	49-40	1
		74-70	11	57	5	40-0	0
		69-67	10	56	4		
		66-64	9	55	3		
		63-62	8	*Used in conjunction with 25 pts. score			

(see more charts on next page)

Table 2a (15 points) - Local*– Gr 4-8 Math & ELA Percentage to Points
Conversion *Adjusted for SWD & ELL**

At least 62% of the teacher’s students will pass or score over a 65 on the final STAR assessments

HE 100-85 15-14		E 84-62 13-8		D 61-55 7-3		I 54-0 2-0	
100-92	15	84-80	13	59-60	7	54-50	2
91-85	14	79-75	12	58	6	49-40	1
		74-70	11	57	5	40-0	0
		69-67	10	56	4		
		66-64	9	55	3		
		63-61	8	*Used in conjunction with 25 pts. score			

Table 2b (15 points) - Local*– Gr 4-8 Math & ELA Percentage to Points
Conversion *Adjusted for SWD **

At least 62% of the teacher’s students will pass or score over a 65 on the final STAR assessments

HE 100-85 15-14		E 84-62 13-8		D 61-55 7-3		I 54-0 2-0	
100-92	15	84-80	13	59	7	54-50	2
91-85	14	79-75	12	58	6	49-40	1
		74-70	11	57	5	40-0	0
		69-67	10	56	4		
		66-64	9	55	3		
		63-60	8	*Used in conjunction with 25 pts. score			

Conversions for Others

Table 3 (for 20% Local) * – At least 62% of Teacher’s Students will achieve at least a 65 on their final assessment for the course							
HE 100-85 20-18		E 84-62 17-9		D 61-55 8-3		I 54-0 2-0	
100-95	20	84-81	17	61-60	8	54-50	2
94-90	19	80-78	16	59	7	49-40	1
89-85	18	77-76	15	58	6	39-0	0
		75-74	14	57	5		
		73-72	13	56	4		
		71-70	12	55	3		
		69-68	11				
For ALL grades and courses not otherwise specified		67-65	10	* – For use with 20 pt growth			
		64-62	9				

Table 3a (for 20% Local) - 52% of Teacher’s Students will achieve at least a 65 on their final assessments for the course– Adjusted for SWD & ELL*							
HE 100-83 20-18		E 82-60 17-9		D 51-45 8-3		I 44-0 2-0	
100-95	20	82-79	17	51-50	8	44-40	2
94-90	19	78-75	16	49	7	39-35	1
89-83	18	74-71	15	48	6	34-0	0
		70-67	14	47	5		
		66-64	13	46	4		
		63-61	12	45	3		
		60-58	11				
		57-55	10				
		54-52	9				

*ELL & Inclusion Classes

Table 3b (for 20% Local) - 50% of Teacher's Students will achieve at least a 65 on their final assessment for the course <i>Adjusted for SWD*</i>							
HE 100-76 20-18		E 75-50 17-9		D 49-30 8-3		I 29-0 2-0	
100-90	20	75-73	17	49-46	8	29-16	2
89-81	19	72-69	16	45-42	7	15-6	1
80-76	18	68-66	15	41-38	6	5-0	0
		65-63	14	37-34	5		
		62-60	13	33-31	4		
		59-57	12	30	3		
		56-54	11				
		53-52	10				
		51-50	9				
							*Self Contained

Table 4 (for 20% Local) - 60% of Teacher's Students will achieve at least a 65 -- Geometry and Earth Science							
HE 100-83 20-18		E 82-60 17-9		D 59-45 8-3		I 44-0 2-0	
100-95	20	82-80	17	59-56	8	44-40	2
94-90	19	79-77	16	55-53	7	39-35	1
89-83	18	76-74	15	52-50	6	34-0	0
		73-71	14	49-47	5		
		70-68	13	46	4		
		67-66	12	45	3		
		65-64	11				
		63-62	10				
		61-60	9				

Table 5 (for 20% Local) - 50% of Teacher's Students will achieve at least a 65 --
 Geometry Inclusion, Earth Sci Inclusion, Algebra II, Chemistry & Physics
For Geometry Honors & Earth Sci H 50% of students will achieve at least 80
 Chemistry H, Physics H & Alg II H 50% of students will achieve at least 75

HE 100-76 20-18		E 75-50 17-9		D 49-30 8-3		I 29-0 2-0	
100-90	20	75-73	17	49-46	8	29-16	2
89-81	19	72-69	16	45-42	7	15-6	1
80-76	18	68-66	15	41-38	6	5-0	0
		65-63	14	37-34	5		
		62-60	13	33-31	4		
		59-57	12	30	3		
		56-54	11				
		53-52	10				
		51-50	9				

Table 6 (for 20% Local)* – 70% of Teacher's Students will achieve at least an 85
on
AP World, AP USHG, AP English Comp

HE 100-85 20-18		E 84-70 17-9		D 69-55 8-3		I 54-0 2-0	
100-95	20	84-83	17	69-67	8	54-50	2
94-90	19	82-81	16	66-64	7	49-40	1
89-85	18	80-79	15	63-61	6	39-0	0
		78-77	14	60-58	5		
		76-75	13	57-56	4		
		74-73	12	55	3		
		72	11				
		71	10	* For use with 20 points growth			
		70	9				

Table 7 - Percentage to Points Conversion (15) - Local

For Principals

HE 100-85 15-14		E 84-62 13-8		D 61-55 7-3		I 54-0 2-0	
100-92	15	84-80	13	61-60	7	54-50	2
91-85	14	79-75	12	59-58	6	49-40	1
		74-70	11	57	5	40-0	0
		69-67	10	56	4		
		66-64	9	55	3		
		63-62	8				

Principal: _____

School: _____

Date: _____

MPPR-Multidimensional Professional Performance Review (60 Points)
(circle the number of points for each category)

DOMAIN 1 – SHARED VISION OF LEARNING				
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.				
[] out of SIX points	HE	E	D	I
A. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – vision and mission	3	2.85	2.6	0
B. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – school improvement	3	2.85	2.6	0
Evidence:				

DOMAIN 2 –SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM				
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				
[] out of FIFTEEN points	HE	E	D	I
A. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – communication, collaboration, learning environment	3	2.85	2.6	0
B. Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning) – curricular program, meaning for students, approaches to supervise instruction & actions towards instructional time	3	2.85	2.6	0
C. Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice) – instructional and leadership capacity, approaches to technologies	3	2.85	2.6	0
D. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – assessment, accountability and student achievement	3	2.85	2.6	0
E. Strategic Planning Process (the implementation and stewardship of goals, decisions and actions) – monitoring/inquiry/ instructional program	3	2.85	2.6	0
Evidence:				

DOMAIN 3 – SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT				
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.				
[] out of TWELVE points	HE	E	D	I
A. Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice) – use of human, fiscal and technological resources, leadership	3	2.85	2.6	0
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – school safety	3	2.85	2.6	0
C. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – management & operational systems	3	2.85	2.6	0
D. Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning) – time allocation	3	2.85	2.6	0
Evidence:				

DOMAIN 4 - COMMUNITY				
An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.				
[] out of NINE points	HE	E	D	I
A. Strategic Planning Process: (gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success) – Inquiry, educational environment	3	2.85	2.6	0
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – community engagement	3	2.85	2.6	0
C. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – family and caregiver involvement	3	2.85	2.6	0
Evidence:				

DOMAIN 5 – INTEGRITY, FAIRNESS, ETHICS				
An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.				
[] out of SIX points	HE	E	D	I
A. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – accountability academic & social, decision making, handling of mandates	3	2.85	2.6	0
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – self awareness, reflective practice, transparency and ethical behaviors, democracy, equity, diversity, individual needs of students	3	2.85	2.6	0
Evidence:				

DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT				
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.				
[] out of THREE points	HE	E	D	I
A. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – decisions affecting student learning from outside the school, emerging trends or initiatives	1.5	1.35	1.1	0
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – advocates	1.5	1.35	1.1	0
Evidence:				

DOMAIN 7 – GOALS SETTING AND ATTAINMENT				
[] out of NINE points	HE	E	D	I
A. Uncovering Goals – Align, Define	2.25	1.35	1.6	0
B. Strategic Planning – Prioritize, Strategize	2.25	1.35	1.6	0
C. Taking Action – Mobilize, Monitor, Refine	2.25	1.35	1.6	0
D. Evaluating Attainment – Document Insights, Accomplishments, New questions, Implications for Moving Forward, Next Steps	2.25	1.35	1.6	0
Evidence:				

Principal: _____

School: _____

Growth Factor or SLO (25 OR 20)	Local Measure (20 OR 15)	MPPR Score (60)	Overall Composite Score	Overall Heidi Rating

	<u>MPPR</u>	<u>Overall</u>
Highly Effective	56.8 -60	85-100
Effective	50.3-56.7	62-84
Developing	37-50.2	55-61
Ineffective	0-36	0-54

I have reviewed this document: _____ (signature)

Date: _____

Evaluation conducted by _____ (signature)

Date: _____

MPPR - Point Distribution for Each Domain

D1 6pts	HE	E	D	I
A	3	2.85	2.6	0
B	3	2.85	2.6	0

D3 12pts	HE	E	D	I
A	3	2.85	2.6	0
B	3	2.85	2.6	0
C	3	2.85	2.6	0
D	3	2.85	2.6	0

D5 6pts	HE	E	D	I
A	3	2.85	2.6	0
B	3	2.85	2.6	0

D2 15pts	HE	E	D	I
A	3	2.85	2.6	0
B	3	2.85	2.6	0
C	3	2.85	2.6	0
D	3	2.85	2.6	0
E	3	2.85	2.6	0

D4 9pts	HE	E	D	I
A	3	2.85	2.6	0
B	3	2.85	2.6	0
C	3	2.85	2.6	0

D6 3pts	HE	E	D	I
A	1.5	1.35	1.1	0
B	1.5	1.35	1.1	0

D7 9pts	HE	E	D	I
A	2.25	2.1	1.6	0
B	2.25	2.1	1.6	0
C	2.25	2.1	1.6	0
D	2.25	2.1	1.6	0

East Islip School District
TEACHER IMPROVEMENT PLAN

(Based upon the New York State APPR Regulation and past East Islip practice, incorporating the "Plan of Improvement".)

Teacher: _____ Date: _____

Administrator: _____ Other: _____

Identification of specific behaviors to be changed and a statement of expected outcomes:

Timeline for accomplishing change:

Actions that the teacher agrees to, in order to make the desired changes:

How progress in the change effort will be monitored and evaluated:

Multiple supports available to teacher, for instance:

- *Mentor, PDP, Department Chair, Administrator*
- *Workshops, courses, observation schedule, peer visitations*

Signatures of teacher, union representative, and the administrator indicate agreement to the above plan.

_____ <i>Teacher</i>	_____ <i>Date</i>	_____ <i>Assistant Superintendent for Instruction & Personnel or designee</i>	_____ <i>Date</i>
_____ <i>EITA President or designee</i>	_____ <i>Date</i>		

WHITE – Teacher	GREEN – Principal	BLUE – Director	YELLOW – Personnel File	PINK – Superintendent
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PIP—Principal Improvement Plan

Goals to Improve Principal Performance

This form is to be used when a principal receives a developing or ineffective rating on the year end evaluation.

Principal _____ School _____ Date _____

1. *Please describe specific domain(s) and/or areas and aspects of each area the principal must demonstrate improvement in along with specific expected outcomes.*

2. *How will improvement in each area be able to be demonstrated by the principal?*

Short term progress (indicate expected dates):

Long term progress (indicate expected dates):

3. *How will improvements be monitored and evaluated?*

4. *What directives, recommendations, requirements or suggestions have been provided to the principal?*

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

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

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

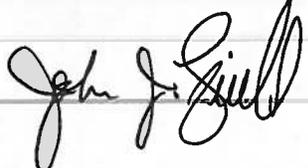
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

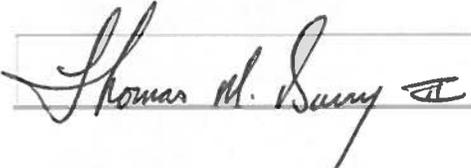
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

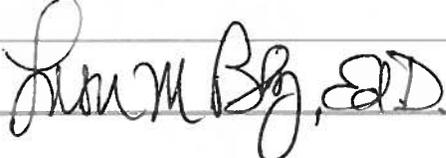
Superintendent Signature: Date:

 9/25/12

Teachers Union President Signature: Date:

 9/25/12

Administrative Union President Signature: Date:

 9/25/12

Board of Education President Signature: Date:

 9/25/12