



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

Commissioner of Education
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December 20, 2012

Mark A. Nocero, Superintendent
Eastport-South Manor Central School District
149 Dayton Avenue
Manorville, NY 11949

Dear Superintendent Nocero:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dean Lucera

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

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

Annual Professional Performance Reviews: 2012-13

Created Friday, May 18, 2012

Updated Monday, December 03, 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 : 580912060000

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

580912060000

1.2) School District Name: EASTPORT-SOUTH MANOR CSD

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

EASTPORT-SOUTH MANOR CSD

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.

Not applicable

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 Thursday, May 03, 2012

Updated Thursday, December 20, 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	AIMSweb
1	State-approved 3rd party assessment	AIMSweb
2	State-approved 3rd party assessment	AIMSweb

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Teachers with their principals will establish baseline data and set growth targets. The SLOs for K-3 ELA will utilize
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>AIMSWEB, a State approved 3rd party assessment. For grade 3, AIMSWEB assessment will be used as a pretest, and targets will be set for the 3rd Grade State Assessment. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See CHART A at 2.11.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>A teacher will be rated effective if 43% to 84% of his/her students meet the growth target. See CHART A at 2.11.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>A teacher will be rated developing if 37% to 42% of his/her students meet the growth target. See CHART A at 2.11.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>A teacher will be rated ineffective if 0% to 36% of his/her students meet the growth target. See CHART A at 2.11.</p>

2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Teachers with their principals will establish baseline data and set growth targets. The SLOs for K-3 Math will utilize AIMSWEB, a State approved 3rd party assessment. For grade 3, AIMSWEB will be used as a pretest, and targets will be set for the 3rd Grade State Assessment. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine</p>
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	growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See CHART A at 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 43% to 84% of his/her students meet the growth target. See CHART A at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 37% to 42% of his/her students meet the growth target. See CHART A at 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 36% of his/her students meet the growth target. See CHART A at 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	Eastport-South Manor District-Developed Grade 6 Assessment
7	District, regional or BOCES-developed assessment	Eastport-South Manor District-Developed Grade 7 Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers with their principals will establish baseline data and set growth targets. The SLOs for Grades 6-7 Science will utilize the Eastport-South Manor Developed Science Assessment. The SLO for 8th grade Science will utilize the Living Environment Regents assessment. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See CHART B at

state test).	2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See CHART B at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See CHART B at 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See CHART B at 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	Eastport-South Manor District-Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Eastport-South Manor District-Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Eastport-South Manor District-Developed Grade 8 Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Teachers with their principals will establish baseline data and set growth targets. The SLOs for grades 6-8 Social Studies will be rigorous and comparable. The same assessment will be used across all classrooms in the same grade level. Growth targets will be set based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See CHART B at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See CHART B at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See CHART B at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See CHART B at 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	Eastport-South Manor District-Developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers with their principals will establish baseline data and set growth targets. The SLOs for high school Social Studies Regents Courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the Regents assessment score or the District Developed Assessment for Global 1 score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See CHART B at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See CHART B at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See CHART B at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See CHART B at 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.	Teachers with their principals will establish baseline data and set growth targets. The SLOs for high school Regents Science Courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the Regents assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See CHART B at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See CHART B at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See CHART B at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See CHART B at 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.	Teachers with their principals will establish baseline data and set growth targets. The SLOs for high school Regents Math Courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the Regents assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See CHART B at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See CHART B at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See CHART B at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See CHART B at 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	Eastport-South Manor ELA District-Developed Grade 9 Final Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Eastport-South Manor ELA District-Developed Grade 10 Final Assessment
Grade 11 ELA	Regents assessment	ELA Regents Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Teachers with their principals will establish baseline data and set growth targets. The SLOs for high school English Language Arts Courses will be rigorous and comparable. The Eastport-South Manor Developed ELA Final Examinations will be used for grades 9 and 10. The ELA Regents will be used for grade 11. The same assessment will be used across all classrooms in the same course.
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Growth targets will be set based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.

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

A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See CHART B at 2.11.

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

A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See CHART B at 2.11.

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

A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See CHART B at 2.11.

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

A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See CHART B at 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 other secondary math courses	District, Regional or BOCES-developed	Eastport-South Manor District-Developed Course/Grade Specific Math Final Assessment
All other secondary Science Courses	District, Regional or BOCES-developed	Eastport-South Manor District-Developed Course/Grade Specific Science Assessment
All other Secondary Social Studies Courses	District, Regional or BOCES-developed	Eastport-South Manor District-Developed Course/Grade Specific Social Studies Assessment
All other Secondary ELA Courses	District, Regional or BOCES-developed	Eastport-South Manor District-Developed Course/Grade Specific ELA Assessment
All Technology Courses 7-12	School/BOCES-wide/group/team results based on State	Average of English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents
All Business Courses 7-12	District, Regional or BOCES-developed	Average of English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents
All Art Courses 7-12	School/BOCES-wide/group/team results based on State	Average of English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents
All Music Courses 7-12	School/BOCES-wide/group/team results based on State	Average of English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents
All Phys. Ed. 7-12	School/BOCES-wide/group/team results based on State	Average of English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents

All World Languages	District, Regional or BOCES-developed	Eastport-South Manor District-Developed Subject-Specific Assessment
Home and Careers Courses 7-12	School/BOCES-wide/group/team results based on State	Average of English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents
Library Science 7-12	School/BOCES-wide/group/team results based on State	Average of English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents
5th Grade Social Studies	District, Regional or BOCES-developed	Eastport-South Manor District-Developed Grade 5 Social Studies Assessment
6th Grade Social Studies	District, Regional or BOCES-developed	Eastport-South Manor District-Developed Grade 6 Social Studies Assessment
5th Grade Science	District, Regional or BOCES-developed	Eastport-South Manor District-Developed Grade 5 Science Assessment
6th Grade Science	District, Regional or BOCES-developed	Eastport-South Manor District-Developed Grade 6 Science Assessment
all other secondary teachers not named above	School/BOCES-wide/group/team results based on State	Average of English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents
All AP Courses	District, Regional or BOCES-developed	Eastport-South Manor District-Developed Course Specific AP Assessment
Living Environment Grade 8	State Assessment	Living Environment Regents Assessment
HS Health	School/BOCES-wide/group/team results based on State	Average of English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents

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.

Teachers with their principals will establish baseline data and set growth targets. The SLOs for the courses listed in 2.10 will be rigorous and comparable. The same assessment will be used across all classrooms in the same course and grade. Growth targets will be set based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the assessment/final examination score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. CHART B is shown in 2.11. Teachers can achieve all scale points from 0 to 20.

Assigning HEDI points based on the percentage of students meeting or exceeding growth targets based on the average of the English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See CHART B at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See CHART B at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See CHART B at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See CHART B at 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)

assets/survey-uploads/5364/124791-avH4IQNZMh/ESM Form2_10_AllOtherCourses[1].doc

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/5364/124791-TXEttx9bQW/ESM APPR State 20 Points 12712.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.

Not applicable.

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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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSWEB
5	4) State-approved 3rd party assessments	AIMSWEB
6	4) State-approved 3rd party assessments	AIMSWEB
7	3) Teacher specific achievement or growth score computed locally	State Grade 7 ELA Exam

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.	Teachers with their principals will establish baseline data and set achievement targets. A third party or local assessment that will be rigorous and comparable across classrooms and the same assessment will be used across a grade level. State approved 3rd party assessments will be rigorous and valid. Grades 7 and 8 will utilize the ELA State Exam. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 15. The negotiated scale is shown in 3.3. Teachers can achieve all scale points from 0 to 15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale at 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	Aimswab
5	4) State-approved 3rd party assessments	Aimswab
6	4) State-approved 3rd party assessments	Aimswab
7	3) Teacher specific achievement or growth score computed locally	State Grade 7 Math Exam
8	3) Teacher specific achievement or growth score computed locally	Integrated Algebra Regents

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Teachers with their principals will establish baseline data and set achievement targets. A third party or local assessment that will be rigorous and comparable across classrooms and the same assessment will be used across the K-3 grade levels. Grades 7 will utilize the Math Exam. Grade 8 will utilize the Integrated Algebra Regents. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 15. The negotiated scale is shown in 3.3. Teachers can achieve all scale points from 0 to 15.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See scale at 3.3.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See scale at 3.3.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See scale at 3.3.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See scale at 3.3.</p>

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/5139/131107-rhJdBgDruP/ESM 15 Point Scale.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	AIMSWEB
1	4) State-approved 3rd party assessments	AIMSWEB
2	4) State-approved 3rd party assessments	AIMSWEB
3	4) State-approved 3rd party assessments	AIMSWEB

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.	Teachers with their principals will establish baseline data and set achievement targets. A third party assessment that will be rigorous and comparable across classrooms and the same assessment will be used across a grade level. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale (CHART D) is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 43% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 37% to 42% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 0% to 36% of his/her students meet the achievement target. See scale at 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	AIMSWEB
1	4) State-approved 3rd party assessments	AIMSWEB
2	4) State-approved 3rd party assessments	AIMSWEB
3	4) State-approved 3rd party assessments	AIMSWEB

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	Teachers with their principals will establish baseline data and set achievement targets. A third party assessment
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<p>this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>that will be rigorous and comparable across classrooms and the same assessment will be used across a grade level. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale (CHART D) is shown in 3.13. Teachers can achieve all scale points from 0 to 20.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated effective if 43% to 84% of his/her students meet the achievement target. See scale at 3.13.</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated effective if 37% to 42% of his/her students meet the achievement target. See scale at 3.13.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated effective if 0% to 36% of his/her students meet the achievement target. See scale at 3.13.</p>

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	ESM District-Developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	ESM District-Developed Grade 7 Science Assessment
8	3) Teacher specific achievement or growth score computed locally	Living Environment Regents

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Teachers with their principals will establish baseline data and set achievement targets. District-developed assessment that will be rigorous and comparable across classrooms and the same assessment will be used across a grade level. In grade 8, the Living Environment Regents will be administered to all eighth grade students. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale (CHART F) is shown in 3.13. Teachers can achieve all scale points from 0 to 20.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement</p>	<p>A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.</p>

for grade/subject.	
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 0% to 49% of his/her students meet the achievement target. See scale at 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	ESM District-Developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	ESM District-Developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	ESM District-Developed Grade 8 Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers with their principals will establish baseline data and set achievement targets. District-developed assessment that will be rigorous and comparable across classrooms and the same assessment will be used across a grade level. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale (CHART F) is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 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	ESM District-Developed Global 1 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	Global 2 Regents Assessment
American History	3) Teacher specific achievement or growth score computed locally	American History Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers with their principals will establish baseline data and set achievement targets. District-developed assessment that will be rigorous and comparable across classrooms and the same assessment will be used across a grade level. The respective Social Studies Regents assessment will be administered across classrooms. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale (CHART F) is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 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 Assessment
Earth Science	3) Teacher specific achievement or growth score computed locally	Earth Science Regents Assessment
Chemistry	3) Teacher specific achievement or growth score computed locally	Chemistry Regents Assessment
Physics	3) Teacher specific achievement or growth score computed locally	Physics Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers with their principals will establish baseline data and set achievement targets. The respective Science Regents assessment will be administered across classrooms. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale (CHART F) is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Expectations meet district expectations. A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 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 1 Regents Assessment
Geometry	3) Teacher specific achievement or growth score computed locally	Geometry Regents Assessment
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra 2 Regents Assessment

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.	Teachers with their principals will establish baseline data and set achievement targets. The respective Science Regents assessment will be administered across classrooms. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale (CHART F) is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 65%-84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 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	ESM District-Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	ESM District-Developed Grade 10 ELA Assessment

Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	ELA Regents Assessment
--------------	--	------------------------

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers with their principals will establish baseline data and set achievement targets. District-developed assessment that will be rigorous and comparable across classrooms and the same assessment will be used across a grade level, except in Grade 11 where the ELA Regents will be administered to students. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale (CHART F) is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 65%-84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 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 other secondary math courses	5) District/regional/BOCES-developed	ESM District-Developed Course Specific Math Assessment
All other secondary Science Courses	5) District/regional/BOCES-developed	ESM District-Developed Course Specific Science Assessment
All other Secondary Social Studies	5) District/regional/BOCES-developed	ESM District-Developed Course Specific Social Studies Assessment
All other Secondary ELA Courses	5) District/regional/BOCES-developed	ESM District-Developed Course Specific ELA Assessment
All Technology Courses	3) Teacher specific achievement/growth score	ELA Regents

	computed locally	
All Business Courses	6(ii) School wide measure computed locally	ELA Regents
Library 7-12	6(ii) School wide measure computed locally	ELA Regents
Home and Careers 7-12	6(ii) School wide measure computed locally	ELA Regents
Computers 7-12	6(ii) School wide measure computed locally	ELA Regents
All World Languages	5) District/regional/BOCES–developed	ESM District-Developed Course/Grade Specific World Language Assessment
5th Grade Social Studies	5) District/regional/BOCES–developed	ESM District Developed Grade 5 Social Studies Assessment
6th Grade Social Studies	5) District/regional/BOCES–developed	ESM District-Developed Grade 6 Social Studies Assessment
6th Grade Science	5) District/regional/BOCES–developed	ESM District-Developed Grade 6 Science Assessment
5th Grade Science	5) District/regional/BOCES–developed	ESM District-Developed Grade 5 Science Assessment
All Health	5) District/regional/BOCES–developed	ESM District-Developed Course Specific Health Assessment
All other grades 7-12 teachers not named	5) District/regional/BOCES–developed	ELA Regents
All AP Classes	5) District/regional/BOCES–developed	ESM District-Developed Course Specific Final Assessment
Physical Education 7-12	6(ii) School wide measure computed locally	ELA Regents

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.	Teachers with their principals will establish baseline data and set achievement targets. Assessments will be rigorous and comparable across classrooms and the same assessment will be used across a grade level/Course. See attached Chart F at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 65%-84% of his/her students meet the achievement target. See scale at 3.13.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 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)

assets/survey-uploads/5139/131107-Rp0Ol6pk1T/Eastport-South Manor Form3_12_AllOtherCourses[1]_3.doc

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/5139/131107-y92vNseFa4/ESM APPR LOCAL 20 Points 12712.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.

Not applicable.

3.15) Teachers with More Than One Locally Selected Measure

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

For teachers who have more than one SLO an average will be set up proportionally to the number of students.

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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Updated Friday, December 14, 2012

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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]	60
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	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Please see uploaded Chart.

Rounding rules apply and/or composite score of all teachers will be expressed as whole numbers.

All portions of the rubric will be used.

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

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A scoring range of 59-60 as measured by the Danielson Framework for Teaching Practice Rubric and corresponding conversion chart will result in a rating of Highly Effective which demonstrates performance that is well above the NYS Teaching Standards. NOTE: see above attachment for point assignment.
Effective: Overall performance and results meet NYS Teaching Standards.	A scoring range of 57-58.6 as measured by the Danielson Framework for Teaching Practice Rubric and corresponding conversion chart will result in a rating of Effective which demonstrates performance that meets the NYS Teaching Standards. NOTE: see above attachment for point assignment.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A scoring range of 50-56.3 as measured by the Danielson Framework for Teaching Practice Rubric and corresponding conversion chart will result in a rating of Developing which demonstrates performance that is below the NYS Teaching Standards. NOTE: see above attachment for point assignment.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A scoring range of 0-49 as measured by the Danielson Framework for Teaching Practice Rubric and corresponding conversion chart will result in a rating of Ineffective which demonstrates performance that is well below the NYS Teaching Standards. NOTE: see above attachment for point assignment.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59 - 60
Effective	57-58.6
Developing	50-56.3
Ineffective	0 -49

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	3
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	4

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	0
4.7) Observations of Tenured Teachers Informal/Short	2
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	59 - 60
Effective	57-58.6
Developing	50-56.3
Ineffective	0 - 49

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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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/5265/131153-Df0w3Xx5v6/TIP.docx>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

VII. Appeals of Annual Professional Performance Reviews

To the extent that a teacher wishes to issue an appeal, the following appeals procedure is established.

1. Appeals shall be limited to those evaluations of teachers which have resulted in a rating of Developing or Ineffective.

A tenured teacher may appeal the implementation of an improvement plan if the plan was generated as the result of a Developing or Ineffective composite rating, in accordance with Section 2, e, below.

2. The scope of any appeal will be limited to the following subjects:

a. The substance of the individual's annual professional performance review;

b. The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;

c. The adherence to the Commissioner's regulations, as applicable to such reviews;

d. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvement plans, as limited by Section I, above; or,

e. The District's issuance and/or implementation of the terms of the teacher improvement plan under Education Law 3012-c in connection with a Developing or Ineffective rating.

3. A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

4. In an appeal, the teacher has the burden of demonstrating a right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

5. The following timelines will be strictly adhered to. Failure of the petitioner to meet a timeline will nullify the appeal; failure of the respondent to meet a timeline will allow movement of the appeal to the next level.

Level 1 - Evaluator

a. (Informal) Following a qualifying event, as defined in Sections I and II, above, the teacher shall be encouraged and shall be entitled to schedule a follow up meeting to informally discuss with the evaluator any and all related issues.

b. (Formal) Any appeal must be submitted to the evaluator in writing no later than five (5) school days of the date when the teacher receives his/her annual professional performance review. If a teacher is challenging the issuance or implementation of a teacher improvement plan, the appeal must be submitted in writing within five (5) school days of notification of issuance of the Teacher Improvement Plan.

c. When filing an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.

d. Within five (5) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/ information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal, and the Teachers' Association President, shall receive copies of the response and any and all additional information submitted with the response.

Level 2 – Panel

a. Within five (5) school days of receipt of the Level 1 determination, if a teacher is not satisfied with such determination and if the Teachers' Association deems the appeal meritorious, the Association must submit the appeal to a bipartisan panel comprised of two (2) teacher representatives (from other elementary buildings or other secondary areas) and two (2) administration representatives (from other buildings, Subject areas, or Central Office). The panel members for each appeal will be picked by the APPR Committee. If in the case the Association does not deem the appeal meritorious, then the teacher has the right to proceed to Level 3 on their own behalf within 5 school days.*

b. Within ten (10) school days of receipt of the Association's appeal, the panel will be provided the entire appeals record, will jointly conduct a paper review, deliberate the matter, and issue a written recommendation for resolution to the Teachers' Association President and the Superintendent of Schools or designee. The recommendation may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the recommendation, as well as dissenting opinions, if any, will be included with the recommendation. This panel's decision will be final and binding for all appeals on

developing ratings. Appeals of ineffective ratings and split decisions on an appeal of a developing rating will proceed to level 3 below. Members of the Appeals Panel and their individual positions regarding a Panel decision are to be kept confidential.

Level 3 – Superintendent

a. Within five (5) school days of receipt of the Level 2 recommendation for resolution, or the receipt of the teacher acting on his/her own behalf, the Superintendent of Schools will give due consideration to the panel's recommendation and will issue a final and binding decision, in writing, to the appellant, to the Teachers' Association, and to the panel members. Whether the appeal is denied, sustained, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal. If the appeal is sustained, the Superintendent or designee may set aside or modify a rating or improvement plan or order a new evaluation or improvement plan if procedures have been violated.

6. The entire appeals record will be part of the teacher's APPR.

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."

7. The determination of the Superintendent of Schools or his/her designee shall not be grievable, arbitrable, nor reviewable in any other form. In no way does the Appeal Process replace or revoke the employee's right or District's ability to proceed to a probable cause finding under section 3020-a of Education Law.

Nothing in this appeals procedure will restrict the right of the district or the obligation of the teacher to proceed in accordance with otherwise standard practice, e.g., implementation of an improvement plan or denial/granting of tenure, while an appeal is pending.

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.

Evaluator Training

Eastport-South Manor CSD will ensure that all lead evaluators/evaluators are properly trained and certified and re-certified annually to complete an individual's performance review. Evaluator training is conducted by certified BOCES Network Team personnel. The evaluator training replicates the recommended SED model certification process incorporating per the 3012c regulations. The duration of the training will be as established by the respective training providers and shall be ongoing throughout the school year to cover the required training elements.

The training includes the following Requirements for Lead Evaluators:

- New York State teaching Standards and ISSLC Standards*
- Evidence-based observation*
- Application and use of Student Growth Percentile and Value Added Growth Model data*
- Application and use of the State-approved teacher or principal rubrics*
- Application and use of any assessment tools used to evaluate teachers and principals*
- Application and use of State-approved locally selected measures of student achievement*
- Use of Statewide instructional Reporting System*
- Scoring methodology used to evaluate teachers and principals*
- Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.*

This district will continue to use the Danielson model. To ensure rater reliability, administrators will be required to observe numerous clips of teachers delivering instruction and rate them using the rubric. Observations will be critiqued and supporting evidence fine-tuned until 90% of the administrators are grading in unison. All of our administrators will have participated in the various mandatory training afforded by BOCES. All information will be turn-keyed to all of our administrators.

Any administrator or supervisor who evaluates teachers for the purpose of determining an APPR rating shall be employed by Eastport-South Manor CSD as a Building Level or Central Office administrator. Teachers will not be evaluated by Independent Evaluators or trained in school peer Teachers. Additionally, Evaluators must be fully trained and/or certified or enrolled in training to be completed as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to completion of a teacher evaluation. Any evaluation or APPR rating that is determined in whole or in part by an administrator or supervisor who is not fully trained and/or certified to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any

and all other employment decisions.

Before the commencement of Observations and/or Evaluation each School Year, the Association shall be furnished with a list of all administrators and supervisors who have been trained including the date and amount of time each have received training and/or retraining.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Friday, May 18, 2012

Updated Tuesday, December 04, 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):

3-6
K-6
7-12
10-12
(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
K-2	State-approved 3rd party assessment	AIMSweb

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.	Teachers and principal will establish baseline data and set growth targets collaboratively. The SLO for the principal will be approved by the Assistant Superintendent for Curriculum and Instruction. The SLOs for the K-2 principal for ELA and Math will utilize AIMSWEB, a State approved 3rd party assessment. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set based on the pretest of the students. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 7.3.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Principal will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 7.3.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principal will be rated effective if 43% to 84% of his/her students meet the growth target. See scale at 7.3.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principal will be rated developing if 37% to 42% of his/her students meet the growth target. See scale at 7.3.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Principal will be rated ineffective if 0% to 36% of his/her students meet the growth target. See scale at 7.3.

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/5365/131155-lha0DogRNw/State 20 Point Scale for K-2.docx

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 Tuesday, December 18, 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-6	(d) measures used by district for teacher evaluation	AIMSWEB
3-6	(d) measures used by district for teacher evaluation	AIMSWEB
7-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4 year cohort rate from NYS Report
10-12	(h) students' progress toward graduation	Review of Student Records

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For the 7-12 Principal, points will be assigned in the HEDI category corresponding to the actual four-year graduation rate as reported in the NYS School Report Card. See the attached scale at 8.1. For example, if the four year graduation rate is 92%, the principal would receive 14 out of 15 points in the Locally Selected component of his/her overall Composite Score.</p> <p>The achievement target for the Alternative HS Principal Grades 10-12 will utilize a review of student transcripts. The student transcripts will be reviewed at the end of the school year to determine total credits earned. Using the attached scale at 8.1, points will be assigned in the HEDI category corresponding to the actual credits earned. For example, if 50% of the credits attempted are earned by 50% of the students, the principal will receive 11 out of 15 points.</p>
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The local achievement target for the K-6 and 3-6 buildings for ELA and Math will utilize AIMSWEB, a State approved 3rd party assessment. Achievement targets will be set based on the pretest of the students in conjunction with teachers. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine achievement compared to national norms. See attached at 8.1 for K-6 and 3-6 Scale.

All Principal achievement targets will be set with input from the Assistant Superintendent for Instruction.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. See scale at 8.1.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. See scale at 8.1.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. See scale at 8.1.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. See scale at 8.1.

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)

[assets/survey-uploads/5366/131167-8o9AH60arN/ESM Form8_1_LocalforPswVAM\[1\]_2.doc](#)

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/5366/131167-qBFVOWF7fC/High School Drop out Rate AHS and Aimsweb 15 Point Scales.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
K-2	(d) measures used by district for teacher evaluation	AIMSWEB

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 local achievement target for the K-2 principal for ELA and Math will utilize AIMSWEB, a State approved 3rd party assessment. Achievement targets will be set based on the pretest of the students in conjunction with teachers. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine achievement compared to national norms. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20, with 13 being the target of 50% meeting the achievement target. The scale is shown in 7.3.

All Principal achievement targets will be set with input from the Assistant Superintendent for Instruction.

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

Principal will be rated highly effective if 85% or greater of his/her students meet the achievement target. See scale at 8.2.

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

Principal will be rated effective if 43% to 84% of his/her students meet the achievement target. See scale at 8.2.

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

Principal will be rated developing if 37% to 42% of his/her students meet the achievement target. See scale at 8.2.

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

Principal will be rated ineffective if 0% to 36% of his/her students meet the achievement target. See scale at 8.2.

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.

assets/survey-uploads/5366/131167-T8MIGWUVm1/ESM APPR Local 20 K-2 Principal Achievement Measures.docx

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.

We do not anticipate utilizing any adjustments, controls, or other special considerations.

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.

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, May 29, 2012

Updated Thursday, December 20, 2012

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9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The principal's rating will drive how many points the principal will receive toward the composite score. Subcomponents of the rubric will be scored 1-4 and those scores will then be averaged to determine the domain score. Domain scores are then averaged to determine the overall rubric score; the overall score is then translated into a 0-60 HEDI score based on the attached conversion chart. For example, a principal that scores 3.0 on the rubric would translate to a score in the "effective" range. The principal would then receive 58 points toward the composite score.

Rounding rules apply and/or composite score of all principals will be expressed as whole numbers. See attached table.

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/5143/135252-pMADJ4gk6R/ESM Principal Rubric Scoring.pdf

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

Highly Effective: Overall performance and results exceed standards.	A scoring range of 59-60 as measured by the Marshall's Principal Evaluation Rubric and corresponding conversion chart will result in a rating of Highly Effective which demonstrates performance that is well above the ISLLC Educational Leadership Policy Standards. See attached chart.
Effective: Overall performance and results meet standards.	A scoring range of 57-58.6 as measured by the Marshall's Principal Evaluation Rubric and corresponding conversion chart will result in a rating of Effective which demonstrates performance that meets the ISLLC Educational Leadership Policy Standards. See attached chart.
Developing: Overall performance and results need improvement in order to meet standards.	A scoring range of 50-56.3 as measured by the Marshall's Principal Evaluation Rubric and corresponding conversion chart will result in a rating of Developing which demonstrates performance that is below the ISLLC Educational Leadership

Ineffective: Overall performance and results do not meet standards.	Policy Standards. See attached chart. A scoring range of 0-49 as measured by the Marshall's Principal Evaluation Rubric and corresponding conversion chart will result in a rating of Ineffective which demonstrates performance that is well below the ISLLC Educational Leadership Policy Standards. See attached chart.
---	---

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58.6
Developing	50-56.3
Ineffective	0-49

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Sunday, May 27, 2012

Updated Friday, December 14, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	59-60
Effective	57-58.6
Developing	50-56.3
Ineffective	0-49

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 Sunday, July 01, 2012

Updated Tuesday, December 18, 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/5276/147797-Df0w3Xx5v6/2704629-PIP-Principal Improvement Form.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:

This provision shall only apply to the title of principal.

The parties agree that this appeal procedure shall remain in effect until June 30, 2013 and that the parties shall meet prior thereto to negotiate potential modifications to the procedure. However, until such time as the parties agree to any such modifications, this procedure shall remain in effect beyond June 30, 2013. The parties further agree that any appeal of a rating for the 2012-2013 school year shall be governed by the appeal procedure that was in place for the 2012-2013 school year.

Should the law 3012c, the corresponding regulations or NYSED guidance regarding 3012c change from what was in place at the time of this agreement, the agreement shall be renegotiated to be consistent with further changes in law, regulation or NYSED guidance.

Each principal will receive at least one observation – formal or informal – by the end of the first semester in the school year. In the case of a probationary principal or a tenured principal whose last (previous year's) APPR rating was developing or ineffective, the principal will receive a formal observation within the first 10 weeks of the school year. A principal who receives an observation score in the developing or ineffective range may request another observation by the Assistant Superintendent for Curriculum and Instruction or the superintendent. Artifacts based on the PIP will be collected throughout the school year. Artifacts will include those documents agreed upon at the beginning of the school year between the principal, assistant superintendent, and the superintendent. The final HEDI rating for the other measures of effectiveness comprising the 60 points will be provided to the principal by June 30.

The Composite Effectiveness Score will be presented to the principal no later than September 1 of the following school year. The district acknowledges that State growth scores could be delayed and not received in time to complete the Composite Effectiveness Score by September 1st, which could delay the filing of an appeal. Should this occur, the district will compute the Composite Effectiveness Scores as soon as possible, but no later than 10 days after receiving the State growth scores. A principal who receives a rating of developing or ineffective on the Composite Effectiveness Score of the APPR for the first time will be placed on a Principal Improvement Plan (PIP) according to the procedures outlined in Section 11.2 of this application. The principal will also be assigned a mutually agreed upon mentor to assist that principal in making improvement in order to avoid a second consecutive rating of developing or ineffective.

A tenured principal who receives a rating of developing or ineffective on his/her Annual Professional Performance Evaluation may appeal the developing or ineffective rating to the Superintendent of Schools within 15 work days after the rating of developing or ineffective is received by the principal. Within 5 work days of receiving the appeal, the superintendent will schedule a meeting with the principal making the appeal. The principal may bring a union representative to this meeting. The meeting will be held within 10 work days of the filing of the appeal unless it is mutually agreed between the principal and the superintendent to meet outside the 10-day requirement. Since the APPR may not be finalized prior to the close of school, allowances will be made for approved vacation time which will not count toward the 10-day time period. The meeting will occur in a timely and expeditious manner and no later than 15 days of the filing of the appeal. The purpose of the meeting is to discuss the reasons for the appeal and to gather any additional information the principal may wish to submit to the superintendent for consideration. Following this meeting, the superintendent will meet with the principal's supervisor to discuss the purpose of the appeal and to gather evidence from the supervisor.

This evidence will relate to the reason given for the appeal:

- (1) substance of the APPR,*
- (2) adherence to applicable standards and methodologies, and/or*
- (3) adherence to regulations of the Commissioner, compliance with locally negotiated procedures, and implementation of the principal improvement plan (PIP).*

The superintendent's decision will be rendered within 10 work days after the meeting with the principal. If the rating of developing or ineffective is upheld, the principal will be placed on a PIP which will remain in effect until the next evaluation cycle is complete. If the rating is not upheld, the superintendent will either set aside the a rating or direct the supervisor to reconsider the evidence and determine the revised rating of the principal's performance within 10 days of the superintendent's decision.

For a tenured principal who has received two consecutive ratings of ineffective and who appeals the second ineffective rating, the principal's bargaining unit and the superintendent will select a mutually acceptable outside evaluator who is an experienced principal. The individual will be on a list of outside evaluators who were mutually agreed to by the superintendent and the bargaining unit and approved by the Board of Education for this purpose. This selection will be completed within 10 days of the appeal being received by the superintendent. This outside evaluator will have the opportunity to review the APPR evidence on which the ineffective ratings are based. The outside evaluator is expected to complete his/her review of the evidence and submit a report of his/her determination of the effectiveness of the principal within 30 days of selection. The outside evaluator's report and findings will be advisory in nature and shared with the Board of Education, the Superintendent, and the principal. The superintendent will consider this information before rendering a final decision on the appeal. The superintendent's decision will be rendered within 10 work days after the report is received.

The determination of the Superintendent of Schools or his/her designee shall not be grievable, arbitrable, nor reviewable in any other forum.

For probationary principals, the APPR will be used as a significant factor in the determination of employment. The Superintendent of Schools will review the probationary principal's APPR before making a decision regarding a recommendation for tenure or termination.

For 2012-13 evaluations done under this agreement, no ineffective rating shall be utilized as the basis for an expedited 3020-a hearing brought pursuant to 3012-c of the Education Law.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The District will ensure that all lead evaluators/evaluators are properly trained and certified and re-certified annually, as necessary, to complete an individual's performance review. Evaluator training was conducted through ESBOCES, WSBOCES and Hofstra University. Lead evaluator training has been and will continue to be conducted in accordance with the certification requirements as per the Commissioner's regulations. The duration of the training will be as established by the respective training providers and shall be ongoing this school year to cover the required training element. The training has and will include the following:

-NYS Teaching Standards and ISLLC Standards

-Evidence-based observation

-Applications and Use of SGP and VA Growth Model Data

-Application and Use of Marshall Evaluation Rubric

-Application and Use of locally selected measures of student achievement

-Scoring methodology used to evaluate teachers and principals

-Specific considerations in evaluating teachers of ELL and SWD

-Ongoing collaborative sessions will be conducted throughout the year to build evaluator skills related to inter-rater reliability.

Evaluators will receive training from ESBOCES, WSBOCES and Hofstra University to allow recertification annually.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Friday, May 18, 2012

Updated Thursday, December 20, 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/5581/131170-3Uqgn5g9Iu/District Cert form122012.pdf](assets/survey-uploads/5581/131170-3Uqgn5g9Iu/District%20Cert%20form122012.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.

Form 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
	K-6 Building: Physical Education, Art, Music, Reading, Health, Library, all other teachers not named above	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input checked="" type="radio"/> School/BOCES-wide/group/team results based on State	Average of 3-6 ELA assessment building results
	3-6 Building: Physical Education, Art, Music, Reading, Health, Library, all other teachers not named above	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input checked="" type="radio"/> School/BOCES-wide/group/team results based on State	Average of 3-6 ELA assessment building results
	ESL K-12	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYSESLAT
	K-2 Building: Physical Education, Art, Music, Reading, all other teachers not named here	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input checked="" type="radio"/> School/BOCES-wide/group/team results based on State	Average of K-2 AIMSWEB results

7-8 Reading	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Average of 7-8 ELA assessment building results
-------------	--	--

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	<p>All teachers named here will work with their principals to establish baseline data and set growth targets.</p> <p>The same assessments will be used across all classrooms in the same grade level. Growth targets will be set based on the pretest of the students assigned to the teacher.</p> <p>K-2 Building: Physical Education, Art, Music, Reading, and all other teachers not named here will have SLOs based on the growth demonstrated from pretest to posttest across all grade levels using AIMSWEB, a State approved 3rd party assessment.</p> <p>For the K-6 and 3-6 building configurations, the results of 3-6 ELA assessments will be averaged for teachers of Physical Education, Art, Music, Reading, Health, Library, all other teachers not named above .</p> <p>The SLOs for K-12 ESL will utilize the NYSESLAT. The same assessments will be used across all classrooms in the same grade level.</p> <p>For the Grade 7-8 Reading teacher, the results of the 7-8 ELA assessment will be averaged.</p> <p>Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth.</p> <p>The percentage of students meeting the growth target</p>
---	--

	will be converted to a scale score of 0 to 20. The scale is shown in 2.11 (Chart A).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See attached Chart A at 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 43% to 84% of his/her students meet the growth target. See attached Chart A at 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 37% to 42% of his/her students meet the growth target. See attached Chart A at 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 36% of his/her students meet the growth target. See attached Chart A at 2.11

CHART A: APPR Growth Measures (State 20)

Point Conversion Scale

20 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	20	96-100
	19	91-95
	18	85-90
Effective	17	80-84
	16	70-79
	15	60-69
	14	51-59
	13	50
	12	46-49
	11	45
	10	44
	9	43
Developing	8	42
	7	41
	6	40
	5	39
	4	38
	3	37
Ineffective	2	30-36
	1	21-29
	0	0-20

CHART B: APPR Growth Measures (State 20)

20 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	20	96-100
	19	91-95
	18	85-90
Effective	17	82-84
	16	80-81
	15	78-79
	14	76-77
	13	74-75
	12	72-73
	11	70-71
	10	68-69

Point Conversion Scale

	9	65-67
Developing	8	63-64
	7	60-62
	6	57-59
	5	54-56
	4	52-53
	3	50-51
Ineffective	2	36-49
	1	21-35
	0	0-20

APPENDIX K: ILP RUBRIC

ILP RUBRIC				
DOMAIN 1	Ineffective	Developing	Effective	Highly Effective
<i>a. Demonstrating Knowledge of Content and Pedagogy</i>				
Knowledge of Content and the Structure of the Discipline	1	2	3	4
Knowledge of Prerequisite Relationships	1	2	3	4
Knowledge of Content-Related Pedagogy	1	2	3	4
<i>b. Demonstrating Knowledge of Students</i>				
Knowledge of Child and Adolescent Development	1	2	3	4
Knowledge of the Learning Process	1	2	3	4
Knowledge of Students' Skills, Knowledge, and Language Proficiency	1	2	3	4
Knowledge of Students' Interests and Cultural Heritage	1	2	3	4
Knowledge of Students' Special Needs	1	2	3	4
<i>d. Demonstrating Knowledge of Resources</i>				
Resources for Classroom Use	1	2	3	4
Resources to Extend Content Knowledge and Pedagogy	1	2	3	4
Resources for Students	1	2	3	4
<i>e. Designing Coherent Instruction</i>				
Learning Activities	1	2	3	4
Instructional Materials and Resources	1	2	3	4
Instructional Groups	1	2	3	4
Lesson and Unit Structure	1	2	3	4
<i>f. Demonstrating Professionalism</i>				
Congruence with Instructional Outcomes	1	2	3	4
Criteria and Standards	1	2	3	4
Design of Formative Assessments	1	2	3	4
Use for Planning	1	2	3	4

APPENDIX L: FORMAL OBSERVATION RUBRIC

FORMAL OBSERVATION RUBRIC

DOMAIN 1	Ineffective	Developing	Effective	Highly Effective
<i>a. Demonstrating Knowledge of Content and Pedagogy</i>				
Knowledge of Content and the Structure of the Discipline	1	2	3	4
Knowledge of Prerequisite Relationships	1	2	3	4
Knowledge of Content-Related Pedagogy	1	2	3	4
<i>b. Demonstrating Knowledge of Students</i>				
Knowledge of Child and Adolescent Development	1	2	3	4
Knowledge of the Learning Process	1	2	3	4
Knowledge of Students' Skills, Knowledge, and Language Proficiency	1	2	3	4
Knowledge of Students' Interests and Cultural Heritage	1	2	3	4
Knowledge of Students' Special Needs	1	2	3	4
<i>c. Selecting Instructional Outcomes</i>				
Value, Sequence, and Alignment	1	2	3	4
Clarity	1	2	3	4
Balance	1	2	3	4
Suitability for Diverse Learners	1	2	3	4
<i>d. Demonstrating Knowledge of Resources</i>				
Resources for Classroom Use	1	2	3	4
Resources to Extend Content Knowledge and Pedagogy	1	2	3	4
Resources for Students	1	2	3	4
<i>e. Designing Coherent Instruction</i>				
Learning Activities	1	2	3	4
Instructional Materials and Resources	1	2	3	4
Instructional Groups	1	2	3	4
Lesson and Unit Structure	1	2	3	4
<i>f. Demonstrating Professionalism</i>				
Congruence with Instructional Outcomes	1	2	3	4
Criteria and Standards	1	2	3	4
Design of Formative Assessments	1	2	3	4
Use for Planning	1	2	3	4

DOMAIN 2	Ineffective	Developing	Effective	Highly Effective
<i>a. Creating an Environment of Respect and Rapport</i>				
Teacher Interaction with Students	1	2	3	4
Student Interactions with One Another	1	2	3	4
<i>b. Establishing a Culture for Learning</i>				
Importance of the Content	1	2	3	4
Expectations for Learning and Achievement	1	2	3	4
Student Pride in Work	1	2	3	4
<i>c. Managing Classroom Procedures</i>				
Management of Instructional Groups	1	2	3	4
Management of Transitions	1	2	3	4
Management of Materials and Supplies	1	2	3	4
Performance of Non-instructional Duties	1	2	3	4
Supervision of Volunteers and Paraprofessionals	1	2	3	4
<i>d. Managing Student Behavior</i>				
Expectations	1	2	3	4
Monitoring of Student Behavior	1	2	3	4
Response to Student Behavior	1	2	3	4
<i>e. Organizing Physical Space</i>				
Safety and Accessibility	1	2	3	4
Arrangement of Furniture and Use of Physical Resources	1	2	3	4

DOMAIN 3	Ineffective	Developing	Effective	Highly Effective
<i>a. Communicating with Students</i>				
Expectations for Learning	1	2	3	4
Directions and Procedures	1	2	3	4
Explanations of Content	1	2	3	4
Use of Oral and Written Language	1	2	3	4
<i>b. Using Questioning and Discussion Techniques</i>				
Quality of Questions	1	2	3	4
Discussion Techniques	1	2	3	4
Student participation	1	2	3	4
<i>c. Engaging Students in Learning</i>				
Activities and Assignments	1	2	3	4
Grouping of Students	1	2	3	4
Instructional Materials and Resources	1	2	3	4
Structure and Pacing	1	2	3	4
<i>d. Using Assessment in Instruction</i>				
Assessment Criteria	1	2	3	4
Monitoring of Student learning	1	2	3	4
Feedback to Students	1	2	3	4
Student Self-Assessment and Monitoring of Progress	1	2	3	4
<i>e. Demonstrating Flexibility and Responsiveness</i>				
Lesson Adjustment	1	2	3	4
Response to Students	1	2	3	4
Persistence	1	2	3	4

APPENDIX M: INFORMAL OBSERVATION RUBRIC

INFORMAL OBSERVATION RUBRIC

DOMAIN 1	Ineffective	Developing	Effective	Highly Effective
<i>c. Selecting Instructional Outcomes</i>				
Value, Sequence, and Alignment	1	2	3	4
Clarity	1	2	3	4
Balance	1	2	3	4
Suitability for Diverse Learners	1	2	3	4
DOMAIN 2	Ineffective	Developing	Effective	Highly Effective
<i>a. Creating an Environment of Respect and Rapport</i>				
Teacher Interaction with Students	1	2	3	4
Student Interactions with One Another	1	2	3	4
<i>b. Establishing a Culture for Learning</i>				
Importance of the Content	1	2	3	4
Expectations for Learning and Achievement	1	2	3	4
Student Pride in Work	1	2	3	4
<i>c. Managing Classroom Procedures</i>				
Management of Instructional Groups	1	2	3	4
Management of Transitions	1	2	3	4
Management of Materials and Supplies	1	2	3	4
Performance of Non-instructional Duties	1	2	3	4
Supervision of Volunteers and Paraprofessionals	1	2	3	4
<i>d. Managing Student Behavior</i>				
Expectations	1	2	3	4
Monitoring of Student Behavior	1	2	3	4
Response to Student Behavior	1	2	3	4
<i>e. Organizing Physical Space</i>				
Safety and Accessibility	1	2	3	4
Arrangement of Furniture and Use of Physical Resources	1	2	3	4

DOMAIN 3	Ineffective	Developing	Effective	Highly Effective
<i>a. Communicating with Students</i>				
Expectations for Learning	1	2	3	4
Directions and Procedures	1	2	3	4
Explanations of Content	1	2	3	4
Use of Oral and Written Language	1	2	3	4
<i>b. Using Questioning and Discussion Techniques</i>				
Quality of Questions	1	2	3	4
Discussion Techniques	1	2	3	4
Student participation	1	2	3	4
<i>c. Engaging Students in Learning</i>				
Activities and Assignments	1	2	3	4
Grouping of Students	1	2	3	4
Instructional Materials and Resources	1	2	3	4
Structure and Pacing	1	2	3	4
<i>d. Using Assessment in Instruction</i>				
Assessment Criteria	1	2	3	4
Monitoring of Student learning	1	2	3	4
Feedback to Students	1	2	3	4
Student Self-Assessment and Monitoring of Progress	1	2	3	4
<i>e. Demonstrating Flexibility and Responsiveness</i>				
Lesson Adjustment	1	2	3	4
Response to Students	1	2	3	4
Persistence	1	2	3	4

APPENDIX N: Professional Responsibilities Rubric

PROFESSIONAL RESPONSIBILITIES RUBRIC

DOMAIN 4	Ineffective	Developing	Effective	Highly Effective
<i>a. Reflecting on Teaching</i>				
Accuracy	1	2	3	4
Use in Future Teaching	1	2	3	4
<i>b. Maintaining Accurate Records</i>				
Student Completion of Assignments	1	2	3	4
Student Progress in Learning	1	2	3	4
Non-instructional Records	1	2	3	4
<i>c. Communicating with Families</i>				
Information about the Instructional Program	1	2	3	4
Information about Individual Students	1	2	3	4
Engagement of Families in the Instructional Program	1	2	3	4
<i>d. Participating in a Professional Community</i>				
Relationships with Colleagues	1	2	3	4
Involvement in a Culture of Professional Inquiry	1	2	3	4
Service to the School	1	2	3	4
Participation in School and District Projects	1	2	3	4
<i>e. Growing and Developing Professionally</i>				
Enhancement of Content Knowledge and Pedagogical Skill	1	2	3	4
Receptivity to Feedback from Colleagues	1	2	3	4
Service to the Profession	1	2	3	4
<i>f. Demonstrating Professionalism</i>				
Integrity and Ethical Conduct	1	2	3	4
Service to Students	1	2	3	4
Advocacy	1	2	3	4
Decision Making	1	2	3	4
Compliance with school regulations	1	2	3	4

APPENDIX O: Determination of Average Points Earned from Teacher Evaluation Tools

1. Each evaluation tool has a maximum number of total points earned as follows:

ILP:	76 points in 19 categories
Informal Observation:	148 points in 37 categories
Formal Observation:	224 points in 56 categories
Professional Responsibilities:	80 points in 20 categories

2. The following chart shows the maximum points possible for each evaluation method:

Tenured Teachers:

Option 1: ILP

Evaluation Method	Total Possible Points	Categories
ILP	76	19
2 Informal Observations (1 Unannounced)	296	74
Professional Responsibilities	80	20
TOTAL POINTS	452 points	113

Option 2: No ILP

Evaluation Method	Total Possible Points	Categories
1 Formal Observation	224	56
1 Informal Unannounced Observation	148	37
Professional Responsibilities	80	20
TOTAL POINTS	452 points	113

Probationary Teachers:

Evaluation Method	Total Possible Points	Categories
3 Formal Observations	672	168
1 Informal Unannounced Observation	148	37
Professional Responsibilities	80	20
TOTAL POINTS	900 points	225

3. The conversion chart on the following page (Appendix P) will be used to determine a teacher's overall score for the APPR. The average points earned is converted to a standard score on a 0 to 60 point HEDI scale.

Example 1: Tenured teacher - Option 1

Total Points Earned: 360 out of 452 possible points
 $360 \div 113 \text{ categories} = 3.2$ (average points earned)
 3.2 converts to 58.4 points out of 60 for this teacher
 Rating: Effective

Example 2: Probationary Teacher

Total Points Earned: 550 out of 900 points
 $550 \div 225 \text{ categories} = 2.4$ (average points earned)
 2.4 converts to 56.3 points out of 60 for this teacher
 Rating: Effective

Example 3: Tenured Teacher - Option 2

Total Points Earned: 245 out of 452 possible points
 $245 \div 113 \text{ categories} = 2.2$ (average points earned)
 2.2 converts to 54.9 points out of 60 for this teacher
 Rating: Developing

APPENDIX P: Score Conversion Chart for Teacher Evaluation Rubric

According to the new APPR regulations 60 percent (60 points) of the must be derived from multiple measures including observations. The chart below converts teachers' average points earned from the various evaluation tools to a 60 point scale.

INEFFECTIVE	0-25	INEFFECTIVE	26-49	DEVELOPING	50-56	EFFECTIVE	57-58
1.000	0.0	1.208	26.0	1.5	50.0	2.5	57.0
1.008	1.0	1.217	27.0	1.6	50.7	2.6	57.2
1.017	2.0	1.225	28.0	1.7	51.4	2.7	57.4
1.025	3.0	1.233	29.0	1.8	52.1	2.8	57.6
1.033	4.0	1.242	30.0	1.9	52.8	2.9	57.8
1.042	5.0	1.250	31.0	2.0	53.5	3.0	58.0
1.050	6.0	1.258	32.0	2.1	54.2	3.1	58.2
1.058	7.0	1.267	33.0	2.2	54.9	3.2	58.4
1.067	8.0	1.275	34.0	2.3	55.6	3.3	58.6
1.075	9.0	1.283	35.0	2.4	56.3	3.4	58.6
1.083	10.0	1.292	36.0				
1.092	11.0	1.300	37.0				
1.100	12.0	1.308	38.0				
1.108	13.0	1.317	39.0				
1.115	14.0	1.325	40.0				
1.123	15.0	1.333	41.0				
1.131	16.0	1.341	42.0				
1.138	17.0	1.350	43.0				
1.146	18.0	1.358	44.0				
1.154	19.0	1.367	45.0				
1.162	20.0	1.375	46.0				
1.169	21.0	1.383	47.0				
1.177	22.0	1.392	47.0				
1.185	23.0	1.400	49.0				
1.192	24.0						
1.200	25.0						

HIGHLY EFFECTIVE	59-60
3.5	59.0
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60.0
4.0	60.0

APPR Growth Measures for K-2 Building Principal

Point Conversion Chart

20 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	20	96-100
	19	91-95
	18	85-90
Effective	17	80-84
	16	70-79
	15	60-69
	14	51-59
	13	50
	12	46-49
	11	45
	10	44
	9	43
Developing	8	42
	7	41
	6	40
	5	39
	4	38
	3	37
Ineffective	2	30-36
	1	21-29
	0	0-20

Form 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-6	<ul style="list-style-type: none"> <input type="radio"/> (a) achievement on State assessments <input type="radio"/> (b) results for students in specific performance levels <input type="radio"/> (c) results for swd and ELLs <input checked="" type="radio"/> (d) measures used by district for teacher evaluation <input type="radio"/> (e) 4, 5, and/or 6-year high school grad and/or dropout rates <input type="radio"/> (f) % of students with advanced Regents or honors <input type="radio"/> (g) % achieving specific level on Regents or alternatives <input type="radio"/> (h) students' progress toward graduation 	AIMSWEB
3-6	<ul style="list-style-type: none"> <input type="radio"/> (a) achievement on State assessments <input type="radio"/> (b) results for students in specific performance levels <input type="radio"/> (c) results for swd and ELLs <input checked="" type="radio"/> (d) measures used by district for teacher evaluation <input type="radio"/> (e) 4, 5, and/or 6-year high school grad and/or dropout rates <input type="radio"/> (f) % of students with advanced Regents or honors <input type="radio"/> (g) % achieving specific level on Regents or alternatives <input type="radio"/> (h) students' progress toward graduation 	AIMSWEB
10-12	<ul style="list-style-type: none"> <input type="radio"/> (a) achievement on State assessments <input type="radio"/> (b) results for students in specific performance levels 	Review of Records

	<ul style="list-style-type: none"> <input type="radio"/> (c) results for swd and ELLs <input type="radio"/> (d) measures used by district for teacher evaluation <input type="radio"/> (e) 4, 5, and/or 6-year high school grad and/or dropout rates <input type="radio"/> (f) % of students with advanced Regents or honors <input type="radio"/> (g) % achieving specific level on Regents or alternatives <input checked="" type="radio"/> (h) students' progress toward graduation 	
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Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic online.	
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principal will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 8.1.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principal will be rated effective if 43% to 84% of his/her students meet the growth target. See

	scale at 8.1.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principal will be rated developing if 37% to 42% of his/her students meet the growth target. See scale at 8.1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principal will be rated ineffective if 0% to 36% of his/her students meet the growth target. See scale at 8.1.

APPR Local 15 Measure for 7-12 Principal: High School Drop Out Rates

Point Conversion Scale

15 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	15	93-100
	14	85-92
Effective	13	81-84
	12	77-80
	11	74-76
	10	71-73
	9	68-70
	8	65-67
Developing	7	62-64
	6	59-61
	5	56-58
	4	53-55
	3	50-52
Ineffective	2	36-49
	1	21-35
	0	0-20

APPR Local 15 Measures for K-6 and 3-6 Principals using AIMSWEB and
Alternative HS Principal 10-12 using Students' Progress Toward Graduation

15 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	15	93-100
	14	85-92
Effective	13	76-84
	12	51-75
	11	49-50
	10	46-48
	9	44-45
	8	43
	7	41-42
Developing	6	40
	5	39
	4	38
	3	37
	2	36-49
Ineffective		

Point Conversion Scale

	1	21-35
	0	0-20

APPR Achievement Measures (Local 20) for K-2 Principal using AIMSWEB

Point Conversion Scale

20 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	20	96-100
	19	91-95
	18	85-90
Effective	17	80-84
	16	70-79
	15	60-69
	14	51-59
	13	50
	12	46-49
	11	45
	10	44
	9	43
Developing	8	42
	7	41
	6	40
	5	39
	4	38
	3	37
Ineffective	2	30-36
	1	21-29
	0	0-20

APPR Achievement Measures (Local 15) for K-6 Using AIMSWEB

Point Conversion Scale

15 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	15	93-100
	14	85-92
Effective	13	76-84
	12	51-75
	11	49-50
	10	46-48
	9	44-45
	8	43
Developing	7	41-42
	6	40
	5	39
	4	38
	3	37
Ineffective	2	30-36
	1	21-29
	0	0-20

APPR Achievement Measures (Local 15) for ELA and Math Using Grades 7 and 8
State Assessments

Point Conversion Scale

15 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	15	93-100
	14	85-92
Effective	13	76-84
	12	68-75
	11	65-67
	10	61-64
	9	50-60
	8	43-49
Developing	7	42
	6	43
	5	42
	4	41

	3	37-40
Ineffective	2	30-36
	1	21-29
	0	0-20

APPR Achievement Measures (Local 15) for all Other Grades/Courses/ Subject

15 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	15	93-100
	14	85-92
Effective	13	81-84
	12	77-80
	11	74-76
	10	71-73
	9	68-70
	8	65-67
Developing	7	62-64
	6	59-61
	5	56-58
	4	53-55
	3	50-52
Ineffective	2	36-49
	1	21-35
	0	0-20

Areas

Form 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 an attachment.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Librarian, Phys. Ed., Art, Music, Reading Teachers, and any other not named in K-2 building	<ul style="list-style-type: none"> ○1) Change in % of student performance level on State ○2) Teacher specific growth computed by NYSED ○3) Teacher specific achievement/growth score computed locally ○4) State-approved 3rd party ○5) District/regional/BOCES–developed ○6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/>6(ii) School wide measure computed locally ○7) Student Learning Objectives 	Average of K-2 AIMSWEB achievement results compared to national norms
Reading Teachers, Grades 7-8	<ul style="list-style-type: none"> ○1) Change in % of student performance level on State ○2) Teacher specific growth computed by NYSED ○3) Teacher specific achievement/growth score computed locally ○4) State-approved 3rd party ○5) District/regional/BOCES–developed ○6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/>6(ii) School wide measure computed locally ○7) Student Learning Objectives 	Average of Grades 7 and 8 ELA achievement results compared to state average
Librarian, Phys. Ed., Art, Music,	<ul style="list-style-type: none"> ○1) Change in % of student performance level on State 	Average of Grades 3,4,5,6 AIMSWEB

<p>Reading Teachers, and any other not named teachers in K-6 and 3-6 building</p>	<p>○2) Teacher specific growth computed by NYSED</p> <p>○3) Teacher specific achievement/growth score computed locally</p> <p>○4) State-approved 3rd party</p> <p>○5) District/regional/BOCES–developed</p> <p>○6(i) School-wide measure based on State-provided measure</p> <p>●6(ii) School wide measure computed locally</p> <p>○7) Student Learning Objectives</p>	<p>results compared to national norms</p>
<p>ESL Teachers K-12</p>	<p>○1) Change in % of student performance level on State</p> <p>○2) Teacher specific growth computed by NYSED</p> <p>○3) Teacher specific achievement/growth score computed locally</p> <p>○4) State-approved 3rd party</p> <p>○5) District/regional/BOCES–developed</p> <p>○6(i) School-wide measure based on State-provided measure</p> <p>●6(ii) School wide measure computed locally</p> <p>○7) Student Learning Objectives</p>	<p>Achievement on NYSESLAT</p>

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these</p>	<p>Teachers with their principals will establish baseline data and set achievement targets.</p>
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<p>grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Assessments will be rigorous and comparable across classrooms and the same assessment will be used across a grade level/course.</p> <p>All elementary and ESL teachers listed above use the scale labeled Chart D and attached at 3.13. The Reading Teachers of Grades 7-8 will use scale labeled Chart E and attached at 3.13.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>See scale at 3.13.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See scale at 3.13.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See scale at 3.13.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See scale at 3.13.</p>

Chart D: APPR Achievement Measures (Local 20)

Point Conversion Scale

20 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	20	96-100
	19	91-95
	18	85-90
Effective	17	80-84
	16	70-79
	15	60-69
	14	51-59
	13	50
	12	46-49
	11	45
	10	44
	9	43
Developing	8	42
	7	41
	6	40
	5	39
	4	38
	3	37
Ineffective	2	30-36
	1	21-29
	0	0-20

Chart E: APPR Achievement Measures (Local 20)

Point Conversion Scale

20 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	20	96-100
	19	91-95
	18	85-90
Effective	17	80-84
	16	76-79
	15	72-75
	14	68-71
	13	65-67
	12	55-64
	11	46-54
	10	44-45
	9	43
Developing	8	42
	7	41
	6	40
	5	39
	4	38
	3	37
Ineffective	2	30-36
	1	21-29
	0	0-20

Chart F: APPR Achievement Measures (Local20)

20 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	20	96-100
	19	91-95
	18	85-90
Effective	17	82-84
	16	80-81
	15	78-79
	14	76-77
	13	74-75
	12	72-73
	11	70-71
	10	68-69

Point Conversion Scale

	9	65-67
Developing	8	63-64
	7	60-62
	6	57-59
	5	54-56
	4	52-53
	3	50-51
Ineffective	2	36-49
	1	21-35
	0	0-20

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46

1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Kim Marshall Rubric Example

Assessment of Teacher Effectiveness Domain	Domain Score Based on Average of Criteria Scores
Domain 1 A. Planning and Preparation of Learning (10 Criteria)	3.4
Domain 2 B. Classroom Management (10 Criteria)	3.5
Domain 3 C. Delivery of Instruction (10 Criteria)	3.7
Domain 4 D. Monitoring, Assessment, and Follow-up (10 Criteria)	3
Domain 5 E. Family and Community Outreach (10 Criteria)	2.9
Domain 6 F. Professional Responsibilities (10 Criteria)	3.6
Total Rubric Score	20.1 / 6 = 3.35
HEDI Rating	Effective
Sub-Component Score (Using conversion chart)	58.8

**EASTPORT-SOUTH MANOR CSD
TEACHER IMPROVEMENT PLAN (TIP)**

Teacher:		Begin Date:	
School:		End Date:	
Evaluator:		Assignment:	

Professional Performance: Criteria in Need of Improvement (Please check all that apply.)

<p><input type="checkbox"/> Domain 1: Planning and Preparation</p> <p><input type="checkbox"/> 1a: Demonstrating Knowledge of Content and Pedagogy Knowledge of Content and the Structure of the Discipline Knowledge of Prerequisite Relationships Knowledge of Content-Related Pedagogy</p> <p><input type="checkbox"/> 1b: Demonstrating Knowledge of Students Knowledge of Child and Adolescent Development Knowledge of the Learning Process Knowledge of Students' Skills, Knowledge, and Language Proficiency Knowledge of Students' Interests and Cultural Heritage Knowledge of Students' Special Needs</p> <p><input type="checkbox"/> 1c: Selecting Instructional Outcomes Value, Sequence, and Alignment Clarity Balance Suitability for Diverse Learners</p> <p><input type="checkbox"/> 1d: Demonstrating Knowledge of Resources Resources for Classroom Use Resources to Extend Content Knowledge and Pedagogy Resources for Students</p> <p><input type="checkbox"/> 1e: Designing Coherent Instruction Learning Activities Instructional Materials and Resources Instructional Groups Lesson and Unit Structure</p> <p><input type="checkbox"/> 1f: Designing Student Assessment Congruence with Instructional Outcomes Criteria and Standards Design of Formative Assessments</p>	<p><input type="checkbox"/> Domain 2: The Classroom Environment</p> <p><input type="checkbox"/> 2a: Creating an Environment of Respect and Rapport Teacher Interaction with Students Student Interactions with One Another</p> <p><input type="checkbox"/> 2b: Establishing a Culture for Learning Importance of the Content Expectations for Learning and Achievement Student Pride in Work</p> <p><input type="checkbox"/> 2c: Managing Classroom Procedures Management of Instructional Groups Management of Transitions Management of Materials and Supplies Performance of Non-instructional Duties Supervision of Volunteers and Paraprofessionals</p> <p><input type="checkbox"/> 2d: Managing Student Behavior Expectations Monitoring of Student Behavior Response to Student Behavior</p> <p><input type="checkbox"/> 2e: Organizing Physical Space Safety and Accessibility Arrangement of Furniture and Use of Physical Resources</p>
<p><input type="checkbox"/> Domain 3: Instruction</p> <p><input type="checkbox"/> 3a: Communicating with Students Expectations for Learning Directions and Procedures Explanations of Content Use of Oral and Written Language</p> <p><input type="checkbox"/> 3b: Using Questioning and Discussion Techniques Quality of Questions Discussion Techniques Student participation</p> <p><input type="checkbox"/> 3c: Engaging Students in Learning Activities and Assignments Grouping of Students Instructional Materials and resources Structure and Pacing</p> <p><input type="checkbox"/> 3d: Using Assessment in Instruction Assessment Criteria Monitoring of Student learning Feedback to Students Student Self-Assessment and Monitoring of Progress</p> <p><input type="checkbox"/> 3e: Demonstrating Flexibility and Responsiveness Lesson Adjustment Response to Students</p>	<p><input type="checkbox"/> Domain 4 : Professional Responsibilities</p> <p><input type="checkbox"/> 4a: Reflecting on Teaching Accuracy Use in Future Teaching</p> <p><input type="checkbox"/> 4b: Maintaining Accurate Records Student Completion of Assignments Student Progress in Learning Non-instructional Records</p> <p><input type="checkbox"/> 4c: Communicating with Families Information about the Instructional Program Information about Individual Students Engagement of Families in the Instructional Program</p> <p><input type="checkbox"/> 4d: Participating in a Professional Community Relationships with Colleagues Involvement in a Culture of Professional Inquiry Service to the School Participation in School and District Projects</p> <p><input type="checkbox"/> 4e: Growing and Developing Professionally Enhancement of Content Knowledge and Pedagogical Skill Receptivity to Feedback from Colleagues Service to the Profession</p> <p><input type="checkbox"/> 4f: Demonstrating Professionalism Integrity and Ethical Conduct</p>

**EASTPORT-SOUTH MANOR CSD
TEACHER IMPROVEMENT PLAN (TIP)**

Teacher:		Begin Date:	
School:		End Date:	
Evaluator:		Assignment:	

Methods/Activities to Improve Criteria (see "Format" on page 12)

Evidence Accepted as Improvement

Signature of Teacher: _____

Date: _____

Signature of Evaluator: _____

Date: _____

Eastport-South Manor Central School District
Mark A. Nocero, Superintendent

P.I.P – (Principal Improvement Plan)*

Goals to improve principal performance

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

Principal _____ School _____ Date _____

1 What does the principal need to change?

1.

2. What evidence will demonstrate that the principal has changed?

1.

3. What is the time frame in which the change must occur?

1.
2.

4 Are there intermediate benchmarks that will indicate progress? If so, when should these occur?

1.

5. What, directives, recommendations, requirements, and/or suggestions have been given to the principal?

1.

6. What resources, guidance, follow-up will be provided for the principal? Indicate dates for monthly meetings.

1.

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.

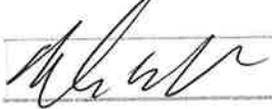
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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)

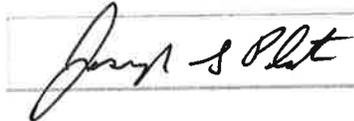
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals 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

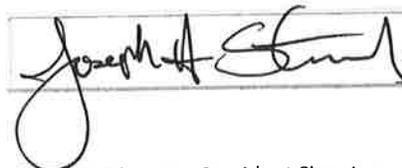
Superintendent Signature: Date:

 12/20/12

Teachers Union President Signature: Date:

 12/20/12

Administrative Union President Signature: Date:

 12/20/12

Board of Education President Signature: Date:

 12/20/12