



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

September 18, 2012

Lars Clemensen, Superintendent
Hampton Bays UFSD
86 Argonne Road East
Hampton Bays, NY 11946

Dear Superintendent Clemensen:

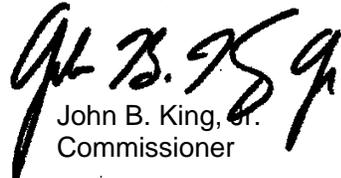
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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, Sr.
Commissioner

c: Dean Lucera

NOTE: 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.

Annual Professional Performance Reviews: 2012-13

Created Friday, May 18, 2012

Updated Friday, August 24, 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 : 580905020000

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

580905020000

1.2) School District Name: HAMPTON BAYS UFSD

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

HAMPTON BAYS UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

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 Friday, May 18, 2012

Updated Tuesday, September 18, 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	AIMS Web
1	State-approved 3rd party assessment	AIMS Web
2	State-approved 3rd party assessment	AIMS Web

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Students' pre-test scores will be compared to the final assessment and the teacher's average student growth percentile
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	will be at least 65 for AIMS Web in ELA. In Grade 3, the Fall pre-test scores will be correlated with an end-of-year result on the 3rd grade state ELA assessment.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Grades K-2: Teachers whose average student growth percentile is 80-99. Grade 3: Teachers whose average student growth percentile correlates to Scale Score on the 3rd grade assessment, as provided by the 3rd party vendor.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Grades K-2: Teachers whose average student growth percentile is 40-79. Grade 3: Teachers whose average student growth percentile correlates to Scale Score on the 3rd grade assessment, as provided by the 3rd party vendor.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Grades K-2: Teachers whose average student growth percentile is 20-39. Grade 3: Teachers whose average student growth percentile correlates to Scale Score on the 3rd grade assessment, as provided by the 3rd party vendor.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Grades K-2: Teachers whose average student growth percentile is 1-19. Grade 3: Teachers whose average student growth percentile correlates to Scale Score on the 3rd grade assessment, as provided by the 3rd party vendor.

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	AIMS Web
1	State-approved 3rd party assessment	AIMS Web
2	State-approved 3rd party assessment	AIMS Web

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students' pre-test scores will be compared to the final assessment and the teacher's average student growth percentile will be at least 65 for AIMS Web in Math. In Grade 3, the Fall pre-test scores will be correlated with an end-of-year result on the 3rd grade state Math assessment.
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers whose average student growth percentile is 80-99. Grade 3: Teachers whose average student growth percentile correlates to Scale Score on the 3rd grade assessment, as provided by the 3rd party vendor.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers whose average student growth percentile is 40-79. Grade 3: Teachers whose average student growth percentile correlates to Scale Score on the 3rd grade assessment, as provided by the 3rd party vendor.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers whose average student growth percentile is 20-39. Grade 3: Teachers whose average student growth percentile correlates to Scale Score on the 3rd grade assessment, as provided by the 3rd party vendor.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers whose average student growth percentile is 1-19. Grade 3: Teachers whose average student growth percentile correlates to Scale Score on the 3rd grade assessment, as provided by the 3rd party vendor.

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	HB6 Science State Standards Diagnostic
7	District, regional or BOCES-developed assessment	HB7 Science State Standards Diagnostic
	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.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Each grade level's assessment will be that grade level's set of standards that lead to the Intermediate Level Science Assessment in Grade 8. Student's pretest scores will be compared to the final assessment score and at least 70% of the students are expected to show at least 50% growth.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers with 85-100% of their caseload making at least 50% growth.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers with 70-84% of their caseload making at least 50% growth.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers with 55-69% of their caseload making at least 50% growth.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers with less than 55% of their caseload making at least 50% growth.
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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	HB6 SS State Standards Diagnostic
7	District, regional or BOCES-developed assessment	HB7 SS State Standards Diagnostic
8	District, regional or BOCES-developed assessment	HB8 SS State Standards Diagnostic

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.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Each grade level's assessment will be that grade level's set of standards. Student's pretest scores will be compared to the final assessment score and at least 70% of the students are expected to show at least 50% growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with 85-100% of their caseload making at least 50% growth.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with 70-84% of their caseload making at least 50% growth.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with 55-69% of their caseload making at least 50% growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with less than 55% of their caseload making at least 50% growth.

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	HB9 Global Studies Diagnostic

	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.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The Grade 9 Global Studies diagnostic will be inclusive of the Grade 9 related material that students are responsible for on the Global History Regents Exam. Student's pretest scores will be compared to the final assessment score and at least 70% of the students are expected to show at least 50% growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with 85-100% of their caseload making at least 50% growth.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with 70-84% of their caseload making at least 50% growth.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with 55-69% of their caseload making at least 50% growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with less than 55% of their caseload making at least 50% growth.

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.	Student's pretest scores will be compared to the final assessment score and at least 70% of the students are expected to show at least 50% growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with 85-100% of their caseload making at least 50% growth.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with 70-84% of their caseload making at least 50% growth.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with 55-69% of their caseload making at least 50% growth.

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

Teachers with less than 55% of their caseload making at least 50% growth.

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.

Student's pretest scores will be compared to the final assessment score and at least 70% of the students are expected to show at least 50% growth.

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

Teachers with 85-100% of their caseload making at least 50% growth.

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

Teachers with 70-84% of their caseload making at least 50% growth.

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

Teachers with 55-69% of their caseload making at least 50% growth.

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

Teachers with less than 55% of their caseload making at least 50% growth.

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	HB9 ELA State Standards Diagnostic
Grade 10 ELA	District, regional or BOCES-developed assessment	HB10 ELA State Standards Diagnostic
Grade 11 ELA	Regents assessment	ELA Regents

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.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The grade level diagnostics will be inclusive of related material that students are responsible for on the culminating English Language Arts Regents Exam. Student's pretest scores will be compared to the final assessment score and at least 70% of the students are expected to show at least 50% growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with 85-100% of their caseload making at least 50% growth.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with 70-84% of their caseload making at least 50% growth.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with 55-69% of their caseload making at least 50% growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with less than 55% of their caseload making at least 50% growth.

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 English Dept courses	District, Regional or BOCES-developed	HB ELA Common Core-based, Grade-Level specific Diagnostics
All other secondary Math Dept courses	District, Regional or BOCES-developed	HB MATH Common Core-based, Grade-Level specific Diagnostics
All other secondary SS Dept courses	District, Regional or BOCES-developed	HB SS Common Core-based, Grade-Level specific Diagnostics
All other secondary Science Dept courses	District, Regional or BOCES-developed	HB SCIENCE Common Core-based, Grade-Level specific Diagnostics
All secondary Business Courses	District, Regional or BOCES-developed	HB BUSINESS Common Core-based, Grade-Level specific Diagnostics
All Music and Art Courses	District, Regional or BOCES-developed	HB ARTS Common Core-based, Grade-level specific Diagnostic or Portfolio
All Physical Education and Health	District, Regional or BOCES-developed	HB PHYS ED Common Core-based, Grade-level specific Performance Assessment
All 9-12 ESL Courses	District, Regional or BOCES-developed	HB ESL Common Core-based, Grade-level specific Performance Assessment based on grade level
All secondary Family & Consumer Sciences	District, Regional or BOCES-developed	HB FACS Common Core-based, Grade-level specific Performance Assessment
Elementary ESL	School/BOCES-wide/group/team results based on State	Average of Grade 4 ELA Teacher Scores
Elementary Reading	State-approved 3rd party assessment	AIMS Web K-3

Middle ESL	School/BOCES-wide/group/team results based on State	Average of Grade 5-8 ELA Teacher Scores
Middle School Library	School/BOCES-wide/group/team results based on State	Average of Grade 5-8 ELA Teacher Scores
Elementary School Library	School/BOCES-wide/group/team results based on State	Average of Grade 4 ELA Teacher Scores

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.	District-developed assessments will be rigorous, comparable across grade levels and classrooms. The same assessment will be used across the grade/subject. Students pretest scores will be compared to the final assessment score and at least 70% of the students are expected to show at least 50% growth. For courses that use a "School/BOCES-wide group or team result," the teacher will receive a score that is arrived at by taking the average of the state-provided ELA growth scores for that specific school.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with 85-100% of their caseload making at least 50% growth.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with 70-84% of their caseload making at least 50% growth.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with 55-69% of their caseload making at least 50% growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with less than 55% of their caseload making at least 50% growth.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/131055-TXEttx9bQW/TASK 2.11 - Conversion Charts_1.xls

2.12) Locally Developed Controls

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

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

Adjustments will be made for students classified as SWD (students with disabilities), ELL (English-language learners), or assigned Poverty Status (free/reduced lunch). The accommodation will be an adjustment of the students final score by 17%. In no case will a teacher's score be adjusted by more than two points.

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/rtt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Friday, May 18, 2012

Updated Tuesday, September 18, 2012

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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	Scholastic Reading Inventory
5	4) State-approved 3rd party assessments	Scholastic Reading Inventory
6	4) State-approved 3rd party assessments	Scholastic Reading Inventory
7	4) State-approved 3rd party assessments	Scholastic Reading Inventory
8	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The use of the State-approved 3rd party assessment is being used across all classrooms. The basis for growth is the Lexile Framework and the effective rating was the starting point. Effective rating is given for roughly one year's worth of growth in reading level.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers in Gr. 4-5 with classwide Lexile Growth of 201 or more. Teachers in Gr. 6-8 with classwide Lexile Growth of 151 or more.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers in Gr. 4-5 with classwide Lexile Growth of 76-200. Teachers in Gr. 6-8 with classwide Lexile Growth of 76-150.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers in Gr. 4-5 with classwide Lexile Growth of 51-75. Teachers in Gr. 6-8 with classwide Lexile Growth of 51-75.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers in Gr. 4-5 with classwide Lexile Growth of 0-50. Teachers in Gr. 6-8 with classwide Lexile Growth of 0-50.

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	1) Change in percentage of student performance level on State assessments	Math 4 State Assessment
5	1) Change in percentage of student performance level on State assessments	Math 5 State Assessment
6	1) Change in percentage of student performance level on State assessments	Math 6 State Assessment
7	1) Change in percentage of student performance level on State assessments	Math 7 State Assessment
8	1) Change in percentage of student performance level on State assessments	May 8 State Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	HEDI ratings were based upon the number of students who improved their Scale Scores on the State Math Assessment by a
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subcomponent. If needed, you may upload a table or graphic at 3.3, below.	certain percentage.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 80% of teacher's roster improved their Scale Score on the previous year's state assessment by 20% or more.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 70% of teacher's roster improved their Scale Score on the previous year's state assessment by 20% or more.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 50% of teacher's roster improved their Scale Score on the previous year's state assessment by 20% or more.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of the teacher's roster improved their Scale Score on the previous year's state assessment by 20% or more.

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/5139/131086-rhJdBgDruP/TASK 3 - Conversion Charts_1.xls

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	6(i) School-wide measure based on State-provided measure	ELA 4 State Assessment
1	6(i) School-wide measure based on State-provided measure	ELA 4 State Assessment
2	6(i) School-wide measure based on State-provided measure	ELA 4 State Assessment
3	6(i) School-wide measure based on State-provided measure	ELA 4 State Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The ELA 4 State Assessment score for the school will be assigned to the ELA K-3 teachers in that those teachers influenced the performance of 4th graders on their culminating Elementary School state assessment.
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	State Provided Growth Number for HB Elementary School will be used for the teachers assigned as ELA K-3
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	State Provided Growth Number for HB Elementary School will be used for the teachers assigned as ELA K-3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	State Provided Growth Number for HB Elementary School will be used for the teachers assigned as ELA K-3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	State Provided Growth Number for HB Elementary School will be used for the teachers assigned as ELA K-3

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	6(i) School-wide measure based on State-provided measure	Math 4 State Assessment
1	6(i) School-wide measure based on State-provided measure	Math 4 State Assessment
2	6(i) School-wide measure based on State-provided measure	Math 4 State Assessment
3	6(i) School-wide measure based on State-provided measure	Math 4 State Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Math 4 State Assessment score for the school will be assigned to the Math K-3 teachers in that those teachers influenced the performance of 4th graders on their culminating Elementary School state assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	State Provided Growth Number for HB Elementary School will be used for the teachers assigned as Math K-3
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	State Provided Growth Number for HB Elementary School will be used for the teachers assigned as Math K-3
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	State Provided Growth Number for HB Elementary School will be used for the teachers assigned as Math K-3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	State Provided Growth Number for HB Elementary School will be used for the teachers assigned as Math K-3

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	4) State-approved 3rd party assessments	Scholastic Reading Inventory
7	4) State-approved 3rd party assessments	Scholastic Reading Inventory
8	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The use of the State-approved 3rd party assessment is being used across all classrooms. The basis for growth is the Lexile Framework and the effective rating was the starting point. Effective rating is given for roughly one year's worth of growth in reading level.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers in Gr. 6-8 with classwide Lexile Growth of 151 or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers in Gr. 6-8 with classwide Lexile Growth of 76-150.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers in Gr. 6-8 with classwide Lexile Growth of 51-75.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers in Gr. 6-8 with classwide Lexile Growth of 0-50.

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	4) State-approved 3rd party assessments	Scholastic Reading Inventory
7	4) State-approved 3rd party assessments	Scholastic Reading Inventory
8	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The use of the State-approved 3rd party assessment is being used across all classrooms. The basis for growth is the Lexile Framework and the effective rating was the starting point. Effective rating is given for roughly one year's worth of growth in reading level.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers in Gr. 6-8 with classwide Lexile Growth of 151 or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers in Gr. 6-8 with classwide Lexile Growth of 76-150.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers in Gr. 6-8 with classwide Lexile Growth of 51-75.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers in Gr. 6-8 with classwide Lexile Growth of 0-50.

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	4) State-approved 3rd party assessments	Scholastic Reading Inventory
Global 2	4) State-approved 3rd party assessments	Scholastic Reading Inventory
American History	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The use of the State-approved 3rd party assessment is being used across all classrooms. The basis for growth is the Lexile Framework and the effective rating was the starting point. Effective rating is given for roughly one year's worth of growth in reading level.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with classwide Lexile Growth of 75 or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with classwide Lexile Growth of 50-74.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with classwide Lexile Growth of 25-49.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with classwide Lexile Growth of 0-24.

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	4) State-approved 3rd party assessments	Scholastic Reading Inventory
Earth Science	4) State-approved 3rd party assessments	Scholastic Reading Inventory
Chemistry	4) State-approved 3rd party assessments	Scholastic Reading Inventory
Physics	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The use of the State-approved 3rd party assessment is being used across all classrooms. The basis for growth is the Lexile Framework and the effective rating was the starting point. Effective rating is given for roughly one year's worth of growth in reading level.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with classwide Lexile Growth of 75 or more.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with classwide Lexile Growth of 50-74.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with classwide Lexile Growth of 25-49.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with classwide Lexile Growth of 0-24.

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	Regents Exam
Geometry	3) Teacher specific achievement or growth score computed locally	Regents Exam
Algebra 2	3) Teacher specific achievement or growth score computed locally	Regents Exam

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.	On the final assessment in the course, at least 70% of the students will achieve a 65 or better.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85-100% of their students scoring a 65 or better.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 70-84% of their students scoring a 65 or better.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 55-69% of their students scoring a 65 or better.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 0-55% of their students scoring a 65 or better.

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	4) State-approved 3rd party assessments	Scholastic Reading Inventory
Grade 10 ELA	4) State-approved 3rd party assessments	Scholastic Reading Inventory
Grade 11 ELA	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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.	The use of the State-approved 3rd party assessment is being used across all classrooms. The basis for growth is the Lexile Framework and the effective rating was the starting point. Effective rating is given for roughly one year's worth of growth in reading level.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with classwide Lexile Growth of 75 or more.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with classwide Lexile Growth of 50-74.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with classwide Lexile Growth of 25-49.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with classwide Lexile Growth of 0-24.

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
Districtwide Arts and Music	6(i) School-wide measure based on State-provided measure	NYS ELA Schoolwide Score Average
Districtwide Physical Education	6(i) School-wide measure based on State-provided measure	NYS ELA Schoolwide Score Average
Elementary Technology	6(i) School-wide measure based on State-provided measure	NYS ELA Schoolwide Score Average
Elementary Reading	6(i) School-wide measure based on State-provided measure	NYS ELA Schoolwide Score Average
Districtwide ESL	6(i) School-wide measure based on State-provided measure	NYS ELA Schoolwide Score Average
Secondary World Languages	5) District/regional/BOCES-developed	District-developed, grade-specific language assessment
Middle School Family and Consumer Sciences	4) State-approved 3rd party	Scholastic Reading Inventory (SRI)
Middle School Technology	4) State-approved 3rd party	Scholastic Reading Inventory (SRI)
Elementary Library	4) State-approved 3rd party	Scholastic Reading Inventory (SRI)
Middle School Library	4) State-approved 3rd party	Scholastic Reading Inventory (SRI)

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>District-developed assessments will be rigorous across all classrooms. They will be given uniformly across a grade level and subject. For Final assessments of a teacher, at least 70% of the teacher's students will achieve a 65% or better.</p> <p>The school-wide measure will be arrived at by averaging all teachers' state-provided growth scores.</p> <p>The state-approved third party assessment rating will be arrived at by a percentage of a teacher's roster achieving a growth in Lexile level.</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>Teachers achieving 85-100% of their students scoring 65% or better.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers achieving 70-84% of their students scoring 65% or better.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers achieving 55-69% of their students scoring 65% or better.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers achieving 0-55% of their students scoring 65% or better.</p>

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/131086-y92vNseFa4/TASK 3 - Conversion Charts_3.xls

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.

Adjustments will be made for students classified as SWD (students with disabilities), ELL (English-language learners), or assigned Poverty Status (free/reduced lunch). The accommodation will be an adjustment of the students final score by 17%. In no case will a teacher's score be adjusted by more than 2 points.

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.

Teachers with more than one locally selected measure based on their caseload will have their score combined by assigning a percentage to each locally selected measure. That percentage will be the part of the whole that the particular course represents in the teacher's caseload. Once all percentages are calculated and weightings assigned, an average score will derived for this portion of the composite score.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Friday, May 18, 2012

Updated Thursday, June 28, 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 (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (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]	34
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	26

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)

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

(No response)

(No response)

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Each of the 22 elements within the Charlotte Danielson rubric will be assigned an HEDI rating. Elements are either assigned a value of 2-3-4 points. The domains were assigned weights that add up to 100%. Domains 1, 2, 3, 4 are assigned weights of 22, 25, 28, and 25 percent respectively. 4 point values are assigned an HEDI rating of (4, 3.84, 3.40, 0); 3 points elements are assigned an HEDI rating of (3, 2.88, 2.48, 0); 2 point elements are assigned an HEDI rating of (2, 1.92, 1.65, 0). The end of year evaluation form with all 22 domains is attached below. Each element is captured with at least one activity that the teacher must do throughout the year.

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

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.	Highly effective teachers regularly demonstrate exemplary behaviors inside the classroom and out.
Effective: Overall performance and results meet NYS Teaching Standards.	Effective teachers regularly demonstrate average performance inside the classroom and out and their students' performance is consistently to grade level standards
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Developing teachers show evidence of effective behaviors inside the classroom and out but do not display such behaviors on a consistent basis.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Ineffective teachers display unacceptable behaviors with regard to planning and delivery of instruction and behavior inside and out of the classroom; student achievement results typically are reflected poorly as a result of these ineffective behaviors

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	56-58
Developing	47-55
Ineffective	0-46

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, June 28, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	56-58
Developing	47-55
Ineffective	0-46

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, May 18, 2012
Updated Sunday, July 01, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/131141-Df0w3Xx5v6/HB - Teacher Improvement Plan 2012-13.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A teacher who receives an ineffective rating on his/her APPR shall be entitled to appeal his/her annual APPR rating, based upon a paper submission to the Superintendent of Schools or designee of the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulation and also possess either an SDA or SDL Certification.

The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as

prescribed in Section 3012-c of the Education Law. Further, a teacher who is placed on a Teacher Improvement Plan (“TIP”) shall have a corresponding right to appeal concerns regarding the TIP in accordance with the requirements set forth in Section 3012-c of the Education law.

An appeal of an evaluation or a TIP must be commenced within ten (10) calendar days of the presentation of the document to the teacher or else the right to appeal shall be deemed waived in all regards.

The Superintendent or his/her designee shall make his or her decision in writing regarding the appeal within ten (10) calendar days of receipt of that appeal. The decision of the Superintendent or his/her designee, respectively shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.

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.

This district has been using the Danielson model for observations and evaluation for the past three years. In addition, the administrative team (which has been constant for that same period of time) has contracted with an outside vendor through BOCES, Dr. Joan Daly-Lewis and the Peconic Teacher Center to conduct monthly workshops on inter-rater reliability based on the NYS Teaching Standards and the Charlotte Danielson model (2011). These activities began with these training vendors in 2009 and have continued through 2012.

Throughout the 2011-12 school year, our entire administrative team participated in a series of 10 three and half hour workshops that focused on the use of the Danielson model (2011), the NYS Teaching Standards, the NYS APPR, and the norming of observations and data-driven decision making. This norming and inter-rater reliability took the form of review of teacher lesson plans, one another’s existing observation reports and APPR evaluations, and video clips.

In addition, administrators have participated also in Inquiry Team training, Student Learning Objective Training, Administrators Collegial Circles and focused review sessions on the APPR all conducted by Eastern Suffolk BOCES.

Each summer, the Administrative Team has a two-day off-site retreat focused on instructional planning that will support their efforts in the new APPR. Planning for teacher Professional Development and New Teacher Roundtables takes place here. Also, the Administrative Team conducts its own training to continue to improve inter-rater reliability and ensure consistency in grading and evaluating.

Monthly, the Administrative Team meets to review classroom walk-through and formal observation data to again conduct the same exercise – to ensure consistency in our observations – both in substance and process.

Moving forward, evaluators will be re-certified after participating in a series of activities at the summer retreat to ensure continued inter-rater reliability and familiarity with the Danielson rubric. For any administrators identified as needing support in a particular area, a remedial plan will for improvement will be activated in order to certify the reliability of that evaluator.

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

Created Friday, June 29, 2012

Updated Tuesday, September 18, 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):

5-8
9-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4	District, regional, or BOCES-developed	Course-based and grade-level specific assessment if no state test exists

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.	The same measure will be used for all principals. Generally speaking, it is expected that at least 70% of the students will show at least 50% growth between the pre- and final assessments.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Between 85-100% of students achieve at least 50% growth between pre- and final-assessments
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Between 70-84% of students achieve at least 50% growth between pre- and final-assessments
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Between 55-69% students achieve at least 50% growth between pre- and final-assessments
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Less than 55% of students achieve at least 50% growth between pre- and final-assessments

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/5365/147344-lha0DogRNw/TASK 7 - Conversion Charts \(Pr.xls\)](#)

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.

Principal performance is based on student performance, therefore ELL, SWD, and poverty rate are accounted for.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Friday, June 29, 2012

Updated Tuesday, September 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
5-8	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory and Locally-Developed Assessments
9-12	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory, Regents Exams, and Locally Developed Assessments

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 HEDI categories will be based upon the expectations of a percentage of the students in the building achieving growth. The general rule is that at least 70% of the teachers in the principals' building will achieve 65 or better on the final assessment or 50% of growth between the pre- and final-assessment, which ever is greater.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentages of students achieving 50% growth or 65 or better (85-100)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentages of students achieving 50% growth or 65 or better (70-84)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentages of students achieving 50% growth or 65 or better (55-69)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	Percentages of students achieving 50% growth or 65 or better (0-54)

grade/subject.

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

(No response)

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

assets/survey-uploads/5366/147356-qBFVOWF7fC/TASK 8 - Conversion Charts (Pr.xls)

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-4	(d) measures used by district for teacher evaluation	AIMS Web and Scholastic Reading Inventory

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 HEDI categories will be based upon the expectations of a percentage of the students in the building achieving growth. The general rule is that at least 70% of the teachers in the principals' building will achieve 65 or better on the final assessment or 50% of growth between the pre- and final-assessment, which ever is greater.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentages of students achieving 50% growth or 65 or better (85-100)
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentages of students achieving 50% growth or 65 or better (70-84)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentages of students achieving 50% growth or 65 or better (55-69)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentages of students achieving 50% growth or 65 or better (0-54)

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/5366/147356-T8MIGWUVm1/TASK 8 - Conversion Charts (Pr.xls)

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.

Adjustments for SWD, ELL, and poverty are taken into account. Attendance gaps greater than 10% are also weighted proportionally to the teacher and principal, as well.

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.

Principals with multiple scores will be averaged together to arrive at one local 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 Friday, June 29, 2012

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9.1) Principal Practice Rubric

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

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

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]	40
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	20
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The HEDI ratings using the Marshall Rubric have been divided equally among the six domains. Given that these domains each have 10 components underneath it, each component is worth 1 point for a total of 60 points. The HEDI bands were set to preserve a HE rating for truly exemplary leadership (59-60 points), E ratings are determined for solid and expected professional performance (55-58), and D and I are rated (45-54) and (0-44) respectively, to highlight clear areas for growth and improvement in leadership and management execution.

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	A Highly Effective rating is reserved for truly outstanding leadership, as described by very demanding criteria in all six domain areas.
Effective: Overall performance and results meet standards.	Effective leadership is solid and expected professional performance.
Developing: Overall performance and results need improvement in order to meet standards.	Developing leadership shows evidence of effective behavior but not at a solid or consistent rate. Deficiencies exist and they must be improved upon. Some novice administrators may start here and that is acceptable and expected.
Ineffective: Overall performance and results do not meet standards.	Ineffective ratings are reserved for those instances where performance is clearly unacceptable and can have a direct negative impact on teacher and student performance.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	55-58
Developing	45-54
Ineffective	0-44

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	1
By trained independent evaluator	0
Enter Total	3

Tenured Principals

By supervisor	2
By trained administrator	1
By trained independent evaluator	0
Enter Total	3

10. Composite Scoring (Principals)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	59-60
Effective	55-58
Developing	45-54
Ineffective	0-44

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 Friday, June 29, 2012

Updated Thursday, September 13, 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/5276/147378-Df0w3Xx5v6/HB - Principal Improvement Plan 2012-13.doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A principal may initiate an appeal if he has received a rating of Ineffective on his Annual Professional Performance Review within 15 business days of receiving the rating, within 15 business days of receiving his Improvement Plan, or within 15 business days of a principal notifying his lead evaluator that one or more aspects of the PIP is not being supported or provided. If this timeline is not adhered to, the right to appeal shall be deemed waived in all regards.

The appeal, submitted in writing, and may be for the content of the APPR but are limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall

have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education law.

The Superintendent shall make his decision in writing regarding the appeal within fifteen (15) calendar days of receipt of that appeal. The decision of the Superintendent shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law. The right of the Superintendent to hear and make final determination on appeals of Principal APPRs or Improvement Plans shall be exclusively reserved so long as Lars Clemensen is the appointed Superintendent of Schools for Hampton Bays UFSD. Upon a transition in the role of the Superintendent, the portions of the HBAA contract related to APPR and Improvement Plan appeals shall be immediately renegotiated in compliance with Section 3012-C of NYS Education Law.

The APPR will not be placed in the principal's file until the final ruling by the Superintendent of Schools.

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.

As the lead evaluator, the Superintendent of Schools regularly participated in Suffolk County School Superintendents Association workshops related to APPR; he has served on the Instructional Practices Committee during the 2011-12 school year and that committee's singular focus was the development of APPR. In addition, the Superintendent has participated in LEAF, Eastern Suffolk BOCES, and NYSCOSS workshops. These workshop titles included "APPR Focused Review," "SLOs for Decision Makers," "8th Annual Regional Legislative Breakfast," "Training for Lead Evaluators of Principals," "APPR: What Superintendents Need to Know." These trainings have ranged from half-day to three-day sessions. Moreover, a studied review of documents from NYSED publications took approximately .5 of a day between October and November.

Inter-rater reliability is achieved through the building of collegial relationships with other school districts using the Marshall Rubric for Principals to allow for training and cross-walking of execution of the rubric.

Certification and Re-certification of lead evaluators will take place through a combination of workshops from Eastern Suffolk BOCES and New York State Council of School Superintendents.

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
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11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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11.7) Assurances -- Data Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked
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12. Joint Certification of APPR Plan

Created Thursday, June 28, 2012

Updated Tuesday, September 18, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/147097-3Uqgn5g9Iu/TASK 12 - Authorized Signature and Supporting Documentation.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.

TASK 3 CONVERSION CHARTS

Table 3a - For Courses Whose State Growth is Out of 20 Scholastic Reading Inventory Conversion Charts (Grades 4-5)							
Highly Effective Growth: 201+ Points: 18-20		Effective Growth: 76-200 Points: 9-17		Developing Growth: 51-75 Points: 3-8		Ineffective Growth 0-50 Points: 0-2	
250+	20	200-187	17	75-70	8	31-50	2
226-249	19	186-173	16	69-65	7	15-30	1
201-225	18	172-159	15	64-60	6	0-15	0
		158-145	14	59-55	5		
		144-131	13	53-54	4		
		130-117	12	51-52	3		
		116-103	11				
		102-89	10				
		88-76	9				

Table 3b - For Courses Whose State Growth is Out of 20 Scholastic Reading Inventory Conversion Charts (Grades 6-8)							
Highly Effective Growth - 151 + Points: 18-20		Effective Growth - 76-150 Points: 9-17		Developing Growth - 51-75 Points: 3-8		Ineffective Growth - 0-50 Points: 0-2	
200+	20	150-141	17	75-70	8	31-50	2
176-200	19	140-133	16	69-65	7	15-30	1
151-175	18	132-125	15	64-60	6	0-15	0
		114-124	14	59-55	5		
		103-113	13	53-54	4		
		93-102	12	51-52	3		
		85-92	11				
		81-84	10				
		76-80	9				

Table 3c - For Courses Whose State Growth is Out of 20 Scholastic Reading Inventory Conversion Charts (Grades 9-12)							
Highly Effective Growth - 75+ Points: 18-20		Effective Growth - 50-74 Points: 9-17		Developing Growth - 25-49 Points: 3-8		Ineffective Growth - 0-24 Points: 0-2	
90+	20	74-73	17	46-49	8	18-24	2
82-90	19	72-70	16	41-45	7	9-17	1
75-82	18	69-67	15	36-40	6	0-8	0
		66-64	14	31-35	5		
		63-61	13	27-30	4		
		60-58	12	25-26	3		
		57-55	11				
		54-52	10				
		50-51	9				

Students classified as SWD, ELL, or poverty will have their growth percental adjusted up by 17%, but not to exceed 2-points

TASK 3 CONVERSION CHARTS

Table 3d - For Courses Whose State Growth is Out of 25 Scholastic Reading Inventory Conversion Charts (Grades 4-5)							
Highly Effective Growth - 201+ Points: 14-15		Effective Growth - 76-200 Points: 8-13		Developing Growth - 51-75 Points: 3-7		Ineffective Growth - 0-50 Points: 0-2	
215+	15	200-171	13	75-70	7	31-50	2
201-214	14	170-151	12	69-65	6	15-30	1
		150-131	11	64-60	5	0-15	0
		130-111	10	59-54	4		
		110-91	9	53-51	3		
		90-76	8				

Table 3e - For Courses Whose State Growth is Out of 25 Scholastic Reading Inventory Conversion Charts (Grades 6-8)							
Highly Effective Growth - 151 + Points: 14-15		Effective Growth - 76-150 Points: 8-13		Developing Growth - 51-75 Points: 3-7		Ineffective Growth - 0-50 Points: 0-2	
200+	15	150-135	13	75-70	7	31-50	2
151-200	14	134-120	12	69-65	6	15-30	1
		119-105	11	64-60	5	0-15	0
		104-90	10	59-54	4		
		89-81	9	53-51	3		
		80-76	8				

Table 3f - For Courses Whose State Growth is Out of 25 Scholastic Reading Inventory Conversion Charts (Grades 9-12)							
Highly Effective Growth: 75+ Points: 14-15		Effective Growth: 50-74 Points: 8-13		Developing Growth - 25-49 Points: 3-7		Ineffective Growth - 0-24 Points: 0-2	
101+	15	73-74	13	45-49	7	17-24	2
75-100	14	70-72	12	40-44	6	9-16	1
		65-69	11	35-39	5	0-8	0
		60-64	10	30-34	4		
		55-59	9	25-29	3		
		50-54	8				

Table 3g - High School Math and "All Other" Classes with Assessments At least 70% of the students will achieve 50% growth between pre-test and final assessment.							
Highly Effective 85-100% of class 20 - 18		Effective 70-84% of class 9 - 17		Developing 55-69% of class 8 - 3		Ineffective 0-54% of class 2 - 0	
93-100	20	84-83	17	69-67	8	54-36	2
88-92	19	82-81	16	66-64	7	35-18	1
85-87	18	81-80	15	63-61	6	17-0	0
		79-78	14	60-58	5		
		78-76	13	57-56	4		
		75-74	12	55	3		
		73-72	11				
		71	10				
		70	9				

Students classified as SWD, ELL, or poverty will have their growth percental adjusted up by 17%, but not to exceed 2-points

TASK 3 CONVERSION CHARTS

AIMS WEB K-2 and Grade 3 NYS Assessments (ELA and MATH)

Highly Effective Avg Growth: 80 - 99 Points: 20 - 18		Effective Avg Growth: 40 - 79 Points: 9 - 17		Developing Avg Growth: 20 - 39 Points: 8 - 3		Ineffective Avg Growth: 1 - 19 Points: 2 - 0	
99 - 95	20	79 - 75	17	39 - 37	8	19 - 14	2
94 - 87	19	70 - 74	16	36 - 34	7	13 - 7	1
86 - 80	18	69 - 66	15	33 - 30	6	6-1	0
		65 - 62	14	29 - 26	5		
		61 - 58	13	25 - 22	4		
		57 - 54	12	21 - 20	3		
		53 - 50	11				
		49 - 46	10				
		45 - 40	9				

District-Created Assessments; Regents Assessments; Grade 8 Intermediate Level Science

Highly Effective At least 85% of roster improved score by 50% of difference to 100 Points: 20 - 18	Effective Between 70-84% of roster improved score by 50% of the difference to 100 Points: 9 - 17	Developing Between 55% and 69% of roster improved score by 50% of the difference to 100 Points: 8 - 3	Ineffective Less than 55% of roster improved score by 50% of the difference to 100 Points: 2 - 0
100 - 95 (20)	84 - 83 (17)	69 - 67 (8)	54 - 50 (2)
94 - 90 (19)	82 - 81 (16)	66 - 64 (7)	49 - 40 (1)
89 - 85 (18)	80 - 79 (15)	63 - 61 (6)	39 - 0 (0)
	78 - 77 (14)	60 - 58 (5)	
	76 - 75 (13)	57 - 56 (4)	
	74 - 73 (12)	55 (3)	
	72 (11)		
	71 (10)		
	70 (9)		

Elementary Math - Scale Score Conversions for State Assessments

Highly Effective > 80% of roster improved Scale Score by 3 ps or more Points Assigned - 20 - 18	Effective > 70% of roster improved Scale Score by 3 ps or more Points Assigned - 9 - 17	Developing > 50% of roster improved Scale Score by 3 ps or more Points Assigned - 8 - 3	Ineffective < 50% of roster improved Scale Score by 3 ps or more Points Assigned - 2 - 0
90-100% 20	78-79 17	65-69 8	31-49 2
85-89% 19	76-77 16	60-64 7	15-30 1
80-84% 18	76 15	55-59 6	0-15 0
	75 14	54-52 5	
	74 13	51 4	
	73 12	50 3	
	72 11		
	71 10		
	70 9		

Students classified as SWD, ELL, or poverty will have their growth percentile adjusted up by 17%, with a maximum of 2

TASK 3 CONVERSION CHARTS

Elementary & Middle School Library and ESL

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

TASK 3 CONVERSION CHARTS

Table 3a - For Courses Whose State Growth is Out of 20

Scholastic Reading Inventory Conversion Charts (Grades 4-5)							
Highly Effective Growth: 201+ Points: 18-20		Effective Growth: 76-200 Points: 9-17		Developing Growth: 51-75 Points: 3-8		Ineffective Growth 0-50 Points: 0-2	
250+	20	200-187	17	75-70	8	31-50	2
226-249	19	186-173	16	69-65	7	15-30	1
201-225	18	172-159	15	64-60	6	0-15	0
		158-145	14	59-55	5		
		144-131	13	53-54	4		
		130-117	12	51-52	3		
		116-103	11				
		102-89	10				
		88-76	9				

Table 3b - For Courses Whose State Growth is Out of 20

Scholastic Reading Inventory Conversion Charts (Grades 6-8)							
Highly Effective Growth - 151 + Points: 18-20		Effective Growth - 76-150 Points: 9-17		Developing Growth - 51-75 Points: 3-8		Ineffective Growth - 0-50 Points: 0-2	
200+	20	150-141	17	75-70	8	31-50	2
176-200	19	140-133	16	69-65	7	15-30	1
151-175	18	132-125	15	64-60	6	0-15	0
		114-124	14	59-55	5		
		103-113	13	53-54	4		
		93-102	12	51-52	3		
		85-92	11				
		81-84	10				
		76-80	9				

Table 3c - For Courses Whose State Growth is Out of 20

Scholastic Reading Inventory Conversion Charts (Grades 9-12)							
Highly Effective Growth - 75+ Points: 18-20		Effective Growth - 50-74 Points: 9-17		Developing Growth - 25-49 Points: 3-8		Ineffective Growth - 0-24 Points: 0-2	
90+	20	74-73	17	46-49	8	18-24	2
82-90	19	72-70	16	41-45	7	9-17	1
75-82	18	69-67	15	36-40	6	0-8	0
		66-64	14	31-35	5		
		63-61	13	27-30	4		
		60-58	12	25-26	3		
		57-55	11				
		54-52	10				
		50-51	9				

Students classified as SWD, ELL, or poverty will have their growth percental adjusted up by 17%, but not to exceed 2-points

TASK 3 CONVERSION CHARTS

Table 3d - For Courses Whose State Growth is Out of 25

Scholastic Reading Inventory Conversion Charts (Grades 4-5)							
Highly Effective Growth - 201+ Points: 14-15		Effective Growth - 76-200 Points: 8-13		Developing Growth - 51-75 Points: 3-7		Ineffective Growth - 0-50 Points: 0-2	
215+	15	200-171	13	75-70	7	31-50	2
201-214	14	170-151	12	69-65	6	15-30	1
		150-131	11	64-60	5	0-15	0
		130-111	10	59-54	4		
		110-91	9	53-51	3		
		90-76	8				

Table 3e - For Courses Whose State Growth is Out of 25

Scholastic Reading Inventory Conversion Charts (Grades 6-8)							
Highly Effective Growth - 151 + Points: 14-15		Effective Growth - 76-150 Points: 8-13		Developing Growth - 51-75 Points: 3-7		Ineffective Growth - 0-50 Points: 0-2	
200+	15	150-135	13	75-70	7	31-50	2
151-200	14	134-120	12	69-65	6	15-30	1
		119-105	11	64-60	5	0-15	0
		104-90	10	59-54	4		
		89-81	9	53-51	3		
		80-76	8				

Table 3f - For Courses Whose State Growth is Out of 25

Scholastic Reading Inventory Conversion Charts (Grades 9-12)							
Highly Effective Growth: 75+ Points: 14-15		Effective Growth: 50-74 Points: 8-13		Developing Growth - 25-49 Points: 3-7		Ineffective Growth - 0-24 Points: 0-2	
101+	15	73-74	13	45-49	7	17-24	2
75-100	14	70-72	12	40-44	6	9-16	1
		65-69	11	35-39	5	0-8	0
		60-64	10	30-34	4		
		55-59	9	25-29	3		
		50-54	8				

Table 3g - High School Math and "All Other" Classes with Assessments

<i>At least 70% of the students will achieve 50% growth between pre-test and final assessment.</i>							
Highly Effective 85-100% of class 20 - 18		Effective 70-84% of class 9 - 17		Developing 55-69% of class 8 - 3		Ineffective 0-54% of class 2 - 0	
93-100	20	84-83	17	69-67	8	54-36	2
88-92	19	82-81	16	66-64	7	35-18	1
85-87	18	81-80	15	63-61	6	17-0	0
		79-78	14	60-58	5		
		78-76	13	57-56	4		
		75-74	12	55	3		
		73-72	11				
		71	10				
		70	9				

Students classified as SWD, ELL, or poverty will have their growth percental adjusted up by 17%, but not to exceed 2-points

TASK 3 CONVERSION CHARTS

Table 3h - Grade 4-8 Math (Scale Score Change)

Highly Effective 85-100% of class has Scale Score change of 3 or more 15-14		Effective 70-84% of class has Scale Score change of 3 or more 13-8		Developing 55-69% of class has Scale Score change of 3 or more 7-3		Ineffective 0-54% of class has Scale Score change of 3 or more 2 - 0	
100-92	15	84-82	13	69-67	7	54-36	2
91-85	14	81-79	12	66-64	6	35-18	1
		78-76	11	63-61	5	17-0	0
		75-73	10	60-58	4		
		72-71	9	57-55	3		
		70	8				

Table 3i - Courses Using Average of Teacher ELA Scores (Districtwide Arts, Music, PE, ESL; Elem Technology, Reading)

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

TASK 3 CONVERSION CHARTS

Table 3a - For Courses Whose State Growth is Out of 20

Scholastic Reading Inventory Conversion Charts (Grades 4-5)							
Highly Effective Growth: 201+ Points: 18-20		Effective Growth: 76-200 Points: 9-17		Developing Growth: 51-75 Points: 3-8		Ineffective Growth 0-50 Points: 0-2	
250+	20	200-187	17	75-70	8	31-50	2
226-249	19	186-173	16	69-65	7	15-30	1
201-225	18	172-159	15	64-60	6	0-15	0
		158-145	14	59-55	5		
		144-131	13	53-54	4		
		130-117	12	51-52	3		
		116-103	11				
		102-89	10				
		88-76	9				

Table 3b - For Courses Whose State Growth is Out of 20

Scholastic Reading Inventory Conversion Charts (Grades 6-8)							
Highly Effective Growth - 151 + Points: 18-20		Effective Growth - 76-150 Points: 9-17		Developing Growth - 51-75 Points: 3-8		Ineffective Growth - 0-50 Points: 0-2	
200+	20	150-141	17	75-70	8	31-50	2
176-200	19	140-133	16	69-65	7	15-30	1
151-175	18	132-125	15	64-60	6	0-15	0
		114-124	14	59-55	5		
		103-113	13	53-54	4		
		93-102	12	51-52	3		
		85-92	11				
		81-84	10				
		76-80	9				

Table 3c - For Courses Whose State Growth is Out of 20

Scholastic Reading Inventory Conversion Charts (Grades 9-12)							
Highly Effective Growth - 75+ Points: 18-20		Effective Growth - 50-74 Points: 9-17		Developing Growth - 25-49 Points: 3-8		Ineffective Growth - 0-24 Points: 0-2	
90+	20	74-73	17	46-49	8	18-24	2
82-90	19	72-70	16	41-45	7	9-17	1
75-82	18	69-67	15	36-40	6	0-8	0
		66-64	14	31-35	5		
		63-61	13	27-30	4		
		60-58	12	25-26	3		
		57-55	11				
		54-52	10				
		50-51	9				

Students classified as SWD, ELL, or poverty will have their growth percental adjusted up by 17%, but not to exceed 2-points

TASK 3 CONVERSION CHARTS

Table 3d - For Courses Whose State Growth is Out of 25

Scholastic Reading Inventory Conversion Charts (Grades 4-5)							
Highly Effective Growth - 201+ Points: 14-15		Effective Growth - 76-200 Points: 8-13		Developing Growth - 51-75 Points: 3-7		Ineffective Growth - 0-50 Points: 0-2	
215+	15	200-171	13	75-70	7	31-50	2
201-214	14	170-151	12	69-65	6	15-30	1
		150-131	11	64-60	5	0-15	0
		130-111	10	59-54	4		
		110-91	9	53-51	3		
		90-76	8				

Table 3e - For Courses Whose State Growth is Out of 25

Scholastic Reading Inventory Conversion Charts (Grades 6-8)							
Highly Effective Growth - 151 + Points: 14-15		Effective Growth - 76-150 Points: 8-13		Developing Growth - 51-75 Points: 3-7		Ineffective Growth - 0-50 Points: 0-2	
200+	15	150-135	13	75-70	7	31-50	2
151-200	14	134-120	12	69-65	6	15-30	1
		119-105	11	64-60	5	0-15	0
		104-90	10	59-54	4		
		89-81	9	53-51	3		
		80-76	8				

Table 3f - For Courses Whose State Growth is Out of 25

Scholastic Reading Inventory Conversion Charts (Grades 9-12)							
Highly Effective Growth: 75+ Points: 14-15		Effective Growth: 50-74 Points: 8-13		Developing Growth - 25-49 Points: 3-7		Ineffective Growth - 0-24 Points: 0-2	
101+	15	73-74	13	45-49	7	17-24	2
75-100	14	70-72	12	40-44	6	9-16	1
		65-69	11	35-39	5	0-8	0
		60-64	10	30-34	4		
		55-59	9	25-29	3		
		50-54	8				

Table 3g - High School Math and "All Other" Classes with Assessments

<i>At least 70% of the students will achieve 50% growth between pre-test and final assessment.</i>							
Highly Effective 85-100% of class 20 - 18		Effective 70-84% of class 9 - 17		Developing 55-69% of class 8 - 3		Ineffective 0-54% of class 2 - 0	
93-100	20	84-83	17	69-67	8	54-36	2
88-92	19	82-81	16	66-64	7	35-18	1
85-87	18	81-80	15	63-61	6	17-0	0
		79-78	14	60-58	5		
		78-76	13	57-56	4		
		75-74	12	55	3		
		73-72	11				
		71	10				
		70	9				

Students classified as SWD, ELL, or poverty will have their growth percental adjusted up by 17%, but not to exceed 2-points

TASK 3 CONVERSION CHARTS

Table 3h - Grade 4-8 Math (Scale Score Change)

Highly Effective 85-100% of class has Scale Score change of 3 or more 15-14		Effective 70-84% of class has Scale Score change of 3 or more 13-8		Developing 55-69% of class has Scale Score change of 3 or more 7-3		Ineffective 0-54% of class has Scale Score change of 3 or more 2 - 0	
100-92	15	84-82	13	69-67	7	54-36	2
91-85	14	81-79	12	66-64	6	35-18	1
		78-76	11	63-61	5	17-0	0
		75-73	10	60-58	4		
		72-71	9	57-55	3		
		70	8				

Table 3i - Courses Using Average of Teacher ELA Scores (Districtwide Arts, Music, PE, ESL; Elem Technology, Reading)

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

**HAMPTON BAYS UNION FREE SCHOOL DISTRICT
ANNUAL PROFESSIONAL PERFORMANCE REVIEW
2012-2013**

TEACHER:	
SCHOOL YEAR:	
SUPERVISOR:	

PROFESSIONAL COMPETENCIES (0.00 - 60.0 points)						
FRAMEWORK FOR TEACHING DOMAIN	Available	Highly Effective	Effective	Developing	Ineffective	Rating
Demonstrating Knowledge of Content and Pedagogy (1a)	3	3.00	2.88	2.48	0.00	
Demonstrating knowledge of students (1b)	2	2.00	1.92	1.65	0.00	
Setting instructional outcomes (1c)	2	2.00	1.92	1.65	0.00	
Demonstrating knowledge of resources (1d)	2	2.00	1.92	1.65	0.00	
Designing coherent instruction (1e)	2	2.00	1.92	1.65	0.00	
Designing student assessments (1f)	2	2.00	1.92	1.65	0.00	
Creating an Environment of Respect and Rapport (2a)	3	3.00	2.88	2.48	0.00	
Establishing a Culture for Learning (2b)	3	3.00	2.88	2.48	0.00	
Managing classroom procedures (2c)	4	4.00	3.84	3.30	0.00	
Managing student behavior (2d)	3	3.00	2.88	2.48	0.00	
Organizing physical space (2e)	2	2.00	1.92	1.65	0.00	
Communicating with students (3a)	4	4.00	3.84	3.30	0.00	
Using Questioning, Prompts and Discussion (3b)	4	4.00	3.84	3.30	0.00	
Engaging Students in Learning (3c)	3	3.00	2.88	2.48	0.00	
Using Assessment in Instruction (3d)	3	3.00	2.88	2.48	0.00	
Demonstrating Flexibility and Responsiveness (3e)	3	3.00	2.88	2.48	0.00	
Teacher reflection to improve and grow. (4a)	3	3.00	2.88	2.48	0.00	
Maintaining accurate records and responsibilities (4b)	3	3.00	2.88	2.48	0.00	
Communicating with and engaging families (4c)	3	3.00	2.88	2.48	0.00	
Participating in a professional school community (4d)	2	2.00	1.92	1.65	0.00	
Professional growth by enhancing content knowledge (4e)	2	2.00	1.92	1.65	0.00	
Showing professionalism and demonstrating integrity (4f)	2	2.00	1.92	1.65	0.00	

STATE ASSESSMENT SCORE – GROWTH MEASURE (0.00 – 20.0 points)	
School Year	NYSED Issued Score
2012-2013 School Year	

LOCAL ASSESSMENT SCORE – GROWTH/ACHIEVEMENT MEASURE (0.00 – 20.0 points)	
School Year	Local Score
2012-2013 School Year	

**HAMPTON BAYS UNION FREE SCHOOL DISTRICT
LARS CLEMENSEN, SUPERINTENDENT OF SCHOOLS**

Teacher Improvement Plan

This form is to be used when a teacher achieves a 'Developing' or 'Ineffective' rating.

TEACHER:	
DATE:	
SUPERVISOR:	
SUBJECT:	

AREA OR AREAS IN NEED OF IMPROVEMENT	
<i>These identified areas are drawn from the evaluation criteria on the APPR</i>	
Danielson Domain and Element (2011)	Describe the Need
Demonstrating Knowledge of Content and Pedagogy (1a)	
Demonstrating knowledge of students (1b)	
Setting instructional outcomes (1c)	
Demonstrating knowledge of resources (1d)	
Designing coherent instruction (1e)	
Designing student assessments (1f)	
Creating an Environment of Respect and Rapport (2a)	
Establishing a Culture for Learning (2b)	
Managing classroom procedures (2c)	
Managing student behavior (2d)	
Organizing physical space (2e)	
Communicating with students (3a)	
Using Questioning, Prompts and Discussion (3b)	
Engaging Students in Learning (3c)	
Using Assessment in Instruction (3d)	
Demonstrating Flexibility and Responsiveness (3e)	
Teacher reflection to improve and grow. (4a)	
Maintaining accurate records and responsibilities (4b)	
Communicating with and engaging families (4c)	
Participating in a professional school community (4d)	
Professional growth by enhancing content knowledge (4e)	
Showing professionalism and demonstrating integrity (4f)	
Other	

What activities will the teacher engage in to support improvement. These activities may include, but not be limited to observing other professional educators, modeling by administrators or other educators, in-service training, educational conferences and reference to pedagogical writing based upon scientific research, working with mentors and video-tape review.

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What is the time limit for achieving improvement (3 months to one semester)

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List the manner(s) of assessment that shall occur to monitor improvement and progress. These may include, but not be limited to direct observation, review of educational materials (where applicable), review of behaviors (where applicable), attention to educational directives (where applicable), evidence of employment of differentiated instruction (where applicable) and student progress based upon the measure as determined by the state and locally under this APPR (where applicable).

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At the culmination of the TIP, what outcomes, directives, support, or requirements have been put in place to continue supporting this teacher's growth and improvement?

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Signatures

Position	Name	Signature	Date
Teacher			
HBTA Representative			
Principal			
Superintendent			

Table 7a							
Principal Conversion (Courses with a SLO, Value Added)							
Highly Effective		Effective		Developing		Ineffective	
100 - 85		84 - 70		69 - 55		54 - 0	
25-22		21-10		9-3		2 - 0	
100-95	25	84-82	21	69-67	9	54-50	2
94-90	24	81-80	20	66-64	8	49-40	1
89-86	23	79	19	63-61	7	39-0	0
85	22	78	18	60-58	6		
		77	17	57	5		
		76	16	56	4		
		75	15	55	3		
		74	14				
		73	13				
		72	12				
		71	11				
		70	10				

Students classified as SWD, ELL, or poverty will have their growth percental adjusted up by 17%, but no more than 2 points

Table 7b							
Principal Conversion (Courses with a SLO, Non-Value Added)							
Highly Effective		Effective		Developing		Ineffective	
100 - 85		84 - 70		69 - 55		54 - 0	
20-18		17-9		8-3		2-0	
100 - 95	20	84 - 83	17	69 - 67	8	54 - 50	2
94 - 90	19	82 - 81	16	66 - 64	7	49 - 40	1
89 - 85	18	80 - 79	15	63 - 61	6	39 - 0	0
		78 - 77	14	60 - 58	5		
		76 - 75	13	57 - 56	4		
		74 - 73	12	55	3		
		72	11				
		71	10				
		70	9				

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Table 8a							
Principal Conversion (Value Added)							
Highly Effective 100 - 85 15-14		Effective 84 - 70 13-8		Developing 69 - 55 7-2		Ineffective 54 - 0 2-0	
100-92	15	84-80	13	69-65	7	54-50	2
91-85	14	79-75	12	64-60	6	49-40	1
		74-73	11	59-58	5	40-0	0
		72	10	57-56	4		
		71	9	55	3		
		70	8				

Students classified as SWD, ELL, or poverty will have their growth percental adjusted up by 17%, but no more than 2 points

Table 8b							
Principal Conversion (Non-Value Added)							
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100 - 95	20	84 - 83	17	69 - 67	8	54 - 50	2
94 - 90	19	82 - 81	16	66 - 64	7	49 - 40	1
89 - 85	18	80 - 79	15	63 - 61	6	39 - 0	0
		78 - 77	14	60 - 58	5		
		76 - 75	13	57 - 56	4		
		74 - 73	12	55	3		
		72	11				
		71	10				
		70	9				

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**HAMPTON BAYS UNION FREE SCHOOL DISTRICT
LARS CLEMENSEN, SUPERINTENDENT OF SCHOOLS**

Principal Improvement Plan

This form is to be used when a principal achieves a 'Developing' or 'Ineffective' rating.

PRINCIPAL:	
DATE:	
SUPERVISOR:	
BUILDING:	

AREA OR AREAS IN NEED OF IMPROVEMENT <i>These identified areas are drawn from the evaluation criteria on the APPR</i>	
Kim Marshall Rubric	Describe the Performance Gap
Domain A: Diagnosis and Planning	
Domain B: Priority Management and Communication	
Domain C: Curriculum and Data	
Domain D: Supervision, Evaluation, and Professional Development	
Domain E: Discipline and Parent Involvement	
Domain F: Management and External Relations	
Other	

What activities will the principal engage in to support improvement. These activities may include, but not be limited to mentoring or coaching (internal or external), visitations and shadowing, workshops and seminars, on-line courses and seminars, advanced degree work, professional readings, collegial circles, guided observations, self-assessments, and modeling from a lead evaluator.

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The time limit for achieving improvement is 8 months. Note the start and end date here.

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List the manner(s) of assessment that shall occur to monitor improvement and progress. These may include, but not be limited to direct observation, review of educational materials (where applicable), review of behaviors (where applicable), attention to educational directives (where applicable), evidence of employment of differentiated instruction (where applicable) and student progress based upon the measure as determined by the state and locally under this APPR (where applicable).

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At the culmination of the PIP, what outcomes, directives, support, or requirements have been put in place to continue supporting this principal's growth and improvement?

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Signatures

Position	Name	Signature	Date
Principal			
HBAA Representative			
Superintendent			

9/18/12

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 9/18/12

Lars Clemensen

Teachers Union President Signature: Date:

Andri Fotopoulos 9/18/12

Administrative Union President Signature: Date: 9/18/12

Christina Dedrick

★ Board of Education President Signature: Date: 9/18/12

L. V. Gar

★ Board President is out of state. In his absence, the Board Vice President assumes all presidential responsibilities as per BOE Policy 2200 and his signature is affixed above.
Lars Clemensen 9/18/12
Superintendent

BOARD OFFICERS

The President and Vice-President of the Board of Education shall be elected by members of the Board at the annual organization meeting in July.

Duties of the President of the Board

The duties of the President of the Board shall be as follows:

1. to preside at all meetings;
2. to call special meetings he/she considers necessary or on request of other members of the Board;
3. to appoint committees with the advice of fellow Board members;
4. to act as an ex-officio member of all committees;
5. to execute all documents on behalf of the Board;
6. to consult with the Superintendent in planning the Board's agenda; to confer with the Superintendent on crucial matters that may occur
7. between Board meetings;
8. to be public spokesman for the Board at all times except as this
9. responsibility is specifically delegated to others;
10. to be responsible for the orderly conduct of all Board meetings; and
11. to perform the usual and ordinary duties of the office.

As presiding officer at all meetings of the Board, the President of the Board will:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Board in its proper order.
3. Enforce the Board's policies relating to the order of business and conduct of meetings
4. Recognize persons who wish to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain the effect a motion would have if it is not clear to members.
6. Restrict discussion to the question when a motion is before the Board.
7. Answer parliamentary inquiries, referring questions of legality to the Board Attorney, if necessary.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof

The President will have the right, as other Board members have, to offer resolutions, discuss questions, and to vote.

Duties of the Vice-President of the Board

The Vice-President shall assume all the duties of the President in his/her absence.

Ref: New York State Constitution, Article 13 §2
Local Finance Law §2.00(5)(e)
Education Law §§1709; 2105(6); 2502; 2504; 2553; 2563; 2590-b

Note: Prior policies, 8210 and 8220, combined

First Reading: 4/21/09

Second Reading: 5/12/09

Adoption Date: 5/12/09

Effective Date: 5/12/09