



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

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Commissioner of Education  
President of the University of the State of New York  
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December 20, 2012

Dr. Carl Bonuso, Interim Superintendent  
Sag Harbor Union Free School District  
200 Jermain Avenue  
Sag Harbor, NY 11963

Dear Superintendent Bonuso:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Dean Lucera

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

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

# Annual Professional Performance Reviews: 2012-13

Created Wednesday, October 17, 2012

Updated Wednesday, November 28, 2012

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## 1

### 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 : 580305020000

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

*580305020000*

#### 1.2) School District Name: SAG HARBOR UFSD

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

*SAG HARBOR 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 Wednesday, October 17, 2012

Updated Wednesday, December 19, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	New York State School-wide Growth Score based on ELA and Math grades 4 and 5 Assessments
1	School-or BOCES-wide, group or team results based on State assessments	New York State School-wide Growth Score based on ELA and Math grades 4 and 5 Assessments
2	School-or BOCES-wide, group or team results based on State assessments	New York State School-wide Growth Score based on ELA and Math grades 4 and 5 Assessments

	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 subcomponent. If needed, you may upload a table or graphic at 2.11, below.	K-2 Teachers will utilize the school-wide growth score. Grade 3 teachers in collaboration with administration will create an SLO based upon previous year's ELA data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	K-2 teachers will be rated highly effective if the school-wide growth score is between 22-25. Grade 3 teachers will be rated highly effective if => 75% of the teacher's students meet the target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	K-2 teachers will be rated effective if the school-wide growth score is between 11-21. Grade 3 teachers will be rated effective if between 52% and 74% of the teacher's students meet the target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	K-2 teachers will be rated developing if the school-wide growth score is between 4-10. Grade 3 teachers will be rated developing if between 31%-51% of the teacher's students meet the target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	K-2 teachers will be rated ineffective if the school-wide growth score is between 0-3. Grade 3 teachers will be rated ineffective if between 0%-30% of the teacher's students meet the target.

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	New York State School-wide Growth Score based on ELA and Math grades 4 and 5 Assessments
1	School-or BOCES-wide, group or team results based on State assessments	New York State School-wide Growth Score based on ELA and Math grades 4 and 5 Assessments
2	School-or BOCES-wide, group or team results based on State assessments	New York State School-wide Growth Score based on ELA and Math grades 4 and 5 Assessments

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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.	K-2 Teachers will utilize the school-wide growth score. Grade 3 teachers in collaboration with administration will create an SLO based upon previous year's Mathematics data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	K-2 teachers will be rated highly effective if the school-wide growth score is between 22-25. Grade 3 teachers will be rated highly effective if=> 75% of the teacher's students meet the target.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	K-2 teachers will be rated effective if the school-wide growth score is between 11-21. Grade 3 teachers will be rated effective if between 52% and 74% of the teacher's students meet the target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	K-2 teachers will be rated developing if the school-wide growth score is between 4-10. Grade 3 teachers will be rated developing if between 31%-51% of the teacher's students meet the target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	K-2 teachers will be rated ineffective if the school-wide growth score is between 0-3. Grade 3 teachers will be rated ineffective if between 0%-30% of the teacher's students meet the target.

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Sag Harbor Union Free School District Developed Grade 6 Final Science Assessment
7	District, regional or BOCES-developed assessment	Sag Harbor Union Free School District Grade 7 Science Final Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in grades 6-8 will administer a pre-test resulting in individual student scores. Individual student growth targets will be set in collaboration with the building principal. Scores will be based upon percentages of students meeting the targeted growth level which will be specific to each grade and course according to prior historical and baseline data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will be rated highly effective if between 75%-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will be rated effective if between 52%-74% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will be rated developing if between 31%-51% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will be rated ineffective if between 0%-30% of the students meet their individual targets.

## 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	Sag Harbor Union Free School District Developed Grade 6 Social Studies Final Assessment
7	District, regional or BOCES-developed assessment	Sag Harbor Union Free School District Developed Grade 7 Social Studies Final Assessment
8	District, regional or BOCES-developed assessment	Sag Harbor Union Free School District Developed Grade 8 Social Studies Final Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in grades 6-8 will administer a pre-test resulting in individual student scores. Individual student growth targets will be set in collaboration with the building principal . Scores will be based upon percentages of students meeting the targeted growth level which will be specific to each grade and course according to prior historical and baseline data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will be rated highly effective if between 75%-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will be rated effective if between 52%-74% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will be rated developing if between 31%-51% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will be rated ineffective if between 0%-30% of the students meet their individual targets.

## 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	School-/BOCES-wide group/team results based on State assessments	Global 2 State Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Student individual growth targets will be set by the teacher, in collaboration with the building principal, based on the prior academic performance of the student's assigned to the teacher. This prior performance will be the baseline and will be compared to the Regents assessment score to determine growth. HEDI points will be allocated based upon the percentage of students meeting or exceeding targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will be rated highly effective if between 80%-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will be rated effective if between 60%-79% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will be rated developing if between 30%-59% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will be rated ineffective if between 0%-29% of the students meet their individual targets.

## 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 individual growth targets will be set by the teacher, in collaboration with the building principal, based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the Regents assessment score to determine growth. HEDI points will be allocated based upon the percentage of students meeting or exceeding targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will be rated highly effective if between 80%-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will be rated effective if between 60%-79% of the students meet their individual targets.

Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will be rated developing if between 30%-59% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will be rated ineffective if between 0%-29% of the students meet their individual targets.

## 2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Student individual growth targets will be set by the teacher, in collaboration with the building principal, based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the Regents assessment score to determine growth. HEDI points will be allocated based upon the percentage of students meeting or exceeding targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will be rated highly effective if between 80%-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will be rated effective if between 60%-79% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will be rated developing if between 30%-59% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will be rated ineffective if between 0%-29% of the students meet their individual targets.

## 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
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Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For all other teachers not named above, we will utilize past performance data on either the ELA Regents Assessment/Grades 4-5 NYS ELA and Math Assessments to set school wide growth targets. Student individual growth targets will be set by the teacher, in collaboration with the building principal, based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the Regents assessment score to determine growth. HEDI points will be allocated based upon the percentage of students meeting or exceeding targets. All other Elementary teachers not named above will be assigned the state provided growth score for grades 4 and 5.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will be rated highly effective if between 80%-100% of the students meet their targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will be rated effective if between 60%-79% of the students meet their targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will be rated developing if between 30%-59% of the students meet their targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will be rated ineffective if between 0%-29% of the students meet their targets.

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/5364/198749-TXEttx9bQW/25 to 20 Point Conversion for Teachers and Local 20% HEDI Calculations.doc*

## 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.

*(No response)*

## 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	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 Wednesday, October 17, 2012

Updated Wednesday, December 19, 2012

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#### Page 1

#### Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	NYS ELA Grade 4 Assessment
5	3) Teacher specific achievement or growth score computed locally	NYS ELA Grade 5 Assessment
6	3) Teacher specific achievement or growth score computed locally	NYS ELA Grade 6 Assessment

7	3) Teacher specific achievement or growth score computed locally	NYS ELA Grade 7 Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS ELA Grade 8 Assessment

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 teachers rating will be based on students' achievement on the grade level specific New York State ELA Assessment.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated highly effective if between 75% - 100% of their students earn a Level 3 or Level 4 on the grade level specific New York State ELA Assessment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated effective if between 52% - 74% of their students earn a Level 3 or Level 4 on the grade level specific New York State ELA Assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated developing if between 31% - 51% of their students earn a Level 3 or Level 4 on the grade level specific New York State ELA Assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated ineffective if between 0% - 30% of their students earn a Level 3 or Level 4 on the grade level specific New York State ELA Assessment.

### 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	3) Teacher specific achievement or growth score computed locally	NYS Mathematics Grade 4 Assessment
5	3) Teacher specific achievement or growth score computed locally	NYS Mathematics Grade 5 Assessment
6	3) Teacher specific achievement or growth score computed locally	NYS Mathematics Grade 6 Assessment
7	3) Teacher specific achievement or growth score computed locally	NYS Mathematics Grade 7 Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Mathematics Grade 8 Assessment

For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The teachers rating will be based on students' achievement on the grade level specific New York State Mathematics Assessment.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated highly effective if between 75% - 100% of their students who earn a Level 3 or Level 4 on the grade level specific New York State Mathematics Assessment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated effective if between 52% - 74% of their students who earn a Level 3 or Level 4 on the grade level specific New York State Mathematics Assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated developing if between 31% - 51% of their students who earn a Level 3 or Level 4 on the grade level specific New York State Mathematics Assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated ineffective if between 0% - 30% of their students who earn a Level 3 or Level 4 on the grade level specific New York State Mathematics Assessment.

### 3.3) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/198821-rhJdBgDruP/Sag Harbor - 15 point HEDI Chart.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(ii) School-wide measure computed locally	NYS Grades 3, 4, 5 ELA Assessments
1	6(ii) School-wide measure computed locally	NYS Grades 3, 4, 5 ELA Assessments
2	6(ii) School-wide measure computed locally	NYS Grades 3, 4, 5 ELA Assessments
3	3) Teacher specific achievement or growth score computed locally	NYS Grade 3 ELA 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.	Teachers K-2 will be assigned a HEDI score based on the average of New York State ELA achievement of students in grades 3, 4, and 5. Teachers in grade 3 will be assigned a HEDI score based on their students' achievement on the New York State Grade 3 ELA Assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated highly effective if between 75% - 100% of the students earn a Level 3 or Level 4 on the New York State ELA Assessment.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated effective if between 52% - 74% of the students earn a Level 3 or Level 4 on the New York State ELA Assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated developing if between 31% - 51% of the students earn a Level 3 or Level 4 on the New York State ELA Assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated ineffective if between 0% and 30% of the students earn a Level 3 or Level 4 on the New York State ELA Assessment.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grades 3, 4, 5 Mathematics Assessments
1	6(ii) School-wide measure computed locally	NYS Grades 3, 4, 5 Mathematics Assessments
2	6(ii) School-wide measure computed locally	NYS Grades 3, 4, 5 Mathematics Assessments
3	3) Teacher specific achievement or growth score computed locally	NYS Grade 3 Mathematics Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers K-2 will be assigned a HEDI score based on the average of New York State Mathematics achievement of students in grades 3, 4, and 5. Teachers in grade 3 will be assigned a HEDI score based on their students'
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	achievement on the New York State Grade 3 Mathematics Assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated highly effective if between 75% - 100% of the students earn a Level 3 or Level 4 on the New York State Mathematics Assessment.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated effective if between 52% - 74% of the students earn a Level 3 or Level 4 on the New York State Mathematics Assessment.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated developing if between 31% - 51% of the students earn a Level 3 or Level 4 on the New York State Mathematics Assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated ineffective if between 0% and 30% of the students earn a Level 3 or Level 4 on the New York State Mathematics Assessment.

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Sag Harbor Union Free School District Developed Grade 6 Science Final Assessment
7	5) District, regional, or BOCES–developed assessments	Sag Harbor Union Free School District Developed Grade 7 Science Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in grades 6 and 7 Science will be assigned a HEDI score based upon student achievement on Sag Harbor developed grade level specific final exams. Teachers in grade 8 Science will be assigned a HEDI score based upon student achievement on the NYS Grade 8 Science Assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 6 and 7 Science teachers will be rated highly effective if between 75% and 100% of the students score above 65 on the grade level final assessment. Grade 8 teachers will be rated highly effective if between 75% and 100% of the students score 3 or higher on the NYS Grade 8 Science Assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 6 and 7 Science teachers will be rated effective if between 52% and 74% of the students score above 65 on the grade level final assessment. Grade 8 teachers will be rated effective if between 52% and 74% of the students score 3 or higher on the NYS Grade 8 Science Assessment.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 6 and 7 Science teachers will be rated developing if between 31% and 51% of the students score above 65 on the grade level final assessment. Grade 8 teachers will be rated developing if between 31% and 51% of the students score 3 or higher on the NYS Grade 8 Science Assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 6 and 7 Science teachers will be rated ineffective if between 0% and 30% of the students score above 65 on the grade level final assessment. Grade 8 teachers will be rated ineffective if between 0% and 30% of the students score 3 or higher on the NYS Grade 8 Science Assessment.

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Sag Harbor Union Free School District Developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Sag Harbor Union Free School District Developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Sag Harbor Union Free School District Developed Grade 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in grades 6, 7, and 8 Social Studies will be assigned a HEDI score based upon student achievement on Sag Harbor developed grade level specific final exams.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 6, 7, and 8 Social Studies teachers will be rated highly effective if between 75% and 100% of the students score above 65 on Sag Harbor developed grade level final assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 6, 7, and 8 Social Studies teachers will be rated effective if between 52% and 74% of the students score above 65 on Sag Harbor developed grade level final assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 6, 7, and 8 Social Studies teachers will be rated developing if between 31% and 51% of the students score above 65 on Sag Harbor developed grade level final assessment.

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

Grades 6, 7, and 8 Social Studies teachers will be rated ineffective if between 0% and 30% of the students score above 65 on Sag Harbor developed grade level final assessment.

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Global 2 State Regents Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	Global 2 State Regents Assessment
American History	3) Teacher specific achievement or growth score computed locally	US History State Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers of Global 1 and Global 2 will be assigned a HEDI score based upon student achievement on the NYS Global 2 Regents Assessment. Teachers of US History will be assigned a HEDI score based upon student achievement on the NYS US History Regents Assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers of Global 1, Global 2, and US History will be rated highly effective if between 80% and 100% of the students score above 65 on the respective NYS Regents Assessments.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers of Global 1, Global 2, and US History will be rated effective if between 60% and 79% of the students score above 65 on the respective NYS Regents Assessments.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers of Global 1, Global 2, and US History will be rated developing if between 30% and 59% of the students score above 65 on the respective NYS Regents Assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers of Global 1, Global 2, and US History will be rated ineffective if between 0% and 29% of the students score above 65 on the respective NYS Regents Assessments.

### 3.9) High School Science

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers of Living Environment, Earth Science, Chemistry, and Physics will be assigned a HEDI score based upon student achievement on their respective NYS Regents Assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers of Living Environment, Earth Science, Chemistry, and Physics will be rated highly effective if between 80% and 100% of the students score above 65 on the respective NYS Regents Assessments.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers of Living Environment, Earth Science, Chemistry, and Physics will be rated effective if between 60% and 79% of the students score above 65 on the respective NYS Regents Assessments.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers of Living Environment, Earth Science, Chemistry, and Physics will be rated developing if between 30% and 59% of the students score above 65 on the respective NYS Regents Assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers of Living Environment, Earth Science, Chemistry, and Physics will be rated ineffective if between 0% and 29% of the students score above 65 on the respective NYS Regents Assessments.

### 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	NYS Algebra 1 Regents Assessment
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents Assessment
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2 Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers of Algebra 1, Geometry, and Algebra 2 will be assigned a HEDI score based upon student achievement on their respective NYS Regents Assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers of Algebra 1, Geometry, and Algebra 2 will be rated highly effective if between 80% and 100% of the students score above 65 on the respective NYS Regents Assessments.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers of Algebra 1, Geometry, and Algebra 2 will be rated effective if between 60% and 79% of the students score above 65 on the respective NYS Regents Assessments.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers of Algebra 1, Geometry, and Algebra 2 will be rated developing if between 30% and 59% of the students score above 65 on the respective NYS Regents Assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers of Algebra 1, Geometry, and Algebra 2 will be rated ineffective if between 0% and 29% of the students score above 65 on the respective NYS Regents Assessments.

### 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.



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>All other Teachers not named above will be assigned a HEDI score based on the New York State ELA Regents Assessment. All other teachers not named above will be assigned a HEDI score based on the average of New York State ELA achievement of students in grades 3, 4, and 5.</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 will be rated highly effective if between 80%-100% of the students score equal to or greater then 65 on the NYS ELA Regents Assessment. Teachers will be rated highly effective if between 75% - 100% of the students earn a Level 3 or Level 4 on the New York State ELA Assessment.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be rated effective if between 60%-79% of the students score equal to or greater then 65 on the NYS ELA Regents Assessment. Teachers will be rated effective if between 52% - 74% of the students earn a Level 3 or Level 4 on the New York State ELA Assessment.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be rated developing if between 30%-59% of the students score equal to or greater then 65 on the NYS ELA Regents Assessment. Teachers will be rated developing if between 31% - 51% of the students earn a Level 3 or Level 4 on the New York State ELA Assessment.</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 will be rated ineffective if between 0%-29% of the students score equal to or greater then 65 on the NYS ELA Regents Assessment. Teachers will be rated ineffective if between 0% and 30% of the students earn a Level 3 or Level 4 on the New York State ELA Assessment.</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.

### 3.14) Locally Developed Controls

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

*(No response)*

### 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.

*The District process will be to calculate an average made up of the different HEDI scores earned by a teacher with multiple selected measures.*

### 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 Wednesday, October 17, 2012

Updated Friday, December 14, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	50
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	10

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

*The observation/evaluation process will result in a total of 0-60 points for each teacher. The Danielson rubric will be utilized and teachers will be rated 1 through 4 in each of the domains.*

*The scores assigned will be averaged and placed into a conversion chart resulting in a HEDI score.*

*The process is differentiated for probationary and tenured teachers.*

*The multiple measures within the 60 points will consist of announced and unannounced observations, evidence binders and/or special projects.*

*Probationary Teachers will be observed at minimum three times a year, with ratings comprising 50 of the total 60 points.*

*Probationary Teachers will submit an evidence binder comprising 10 of the total 60 points.*

Tenured Teachers will have two options for the determination of 60 points for this subcomponent.

Option 1 - Tenured Teachers will be observed at minimum two times a year, with ratings comprising 50 of the total 60 points. Tenured Teachers will submit to the building principal an evidence binder comprising 10 of the total 60 points.

Option 2 - Tenured Teachers will be observed at minimum two times a year, with ratings comprising 40 of the total 60 points. Tenured Teachers will complete and submit a special project, approved and assessed by the building principal, with ratings comprising 20 of the total 60 points.

All New York State Learning Standards will be evaluated each year.

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

assets/survey-uploads/5091/199022-eka9yMJ855/Observation Conversion Chart\_4.doc

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.	Exemplary, above average performance is achieved in delivering instruction, managing classroom environment, planning, preparation and professional responsibilities.
Effective: Overall performance and results meet NYS Teaching Standards.	Effective, average performance is achieved in delivering instruction, managing classroom environment, planning, preparation and professional responsibilities.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Below average performance is achieved in delivering instruction, managing classroom environment, planning, preparation and professional responsibilities.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Unsatisfactory performance is achieved in delivering instruction, managing classroom environment, planning, preparation and professional responsibilities.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	3
4.6) Observations of Probationary Teachers   Informal/Short	0
4.6) Observations of Probationary Teachers   Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- Not Applicable
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers   Formal/Long	2
4.7) Observations of Tenured Teachers   Informal/Short	0
4.7) Observations of Tenured Teachers   Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

---

- In Person
- 

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

---

- Not Applicable
-

# 5. Composite Scoring (Teachers)

Created Wednesday, October 17, 2012

Updated Friday, October 19, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Wednesday, October 17, 2012

Updated Wednesday, November 28, 2012

## Page 1

### 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/5265/198909-Df0w3Xx5v6/Teacher Improvement Plan TIP Form.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:

*1. An appeal of a teacher's evaluation which has resulted in a rating of "ineffective" or "developing" shall be submitted to the Superintendent of Schools within five (5) school days of the receipt of such evaluation, shall be in writing, and shall set forth in detail the basis for the appeal. Such appeals may be based upon the substance of the evaluations, the District's adherence to the requirements of Education Law 302-c, the District's adherences to the Regulations of the Commissioner, and the District's issuance and/or implementation of the terms of a teacher improvement plan. Issues not raised in the appeal are waived.*

2. Within five (5) business days of receipt of the appeal, the Superintendent of Schools or his/her designee shall forward the appeal of a Procedural Review Committee which is described in the APPR Plan and shall operate with the sole purpose of determining whether the District has complied with the procedures set forth in the APPR Plan. The Procedural Review Committee will forward an opinion to the Superintendent of Schools within seven (7) business days of receipt of the appeal.

3. Within three (3) business days of receipt of the Procedural Review Committee's opinion, or when it was due, the Superintendent of Schools shall render a written determination with respect to the appeal. The determination of the Superintendent of Schools shall be final and not subject to grievance, arbitration, or any other claim.

## 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.

*The District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by a certified BOCES Network Team personnel or other State authorized trainer. The evaluator training has replicated the recommended SED model certification process incorporating per the 3012-c regulations. The training has included the following requirements for Lead Evaluators:*

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

*The District will work with Eastern Suffolk BOCES Network Team, Peconic Teacher Association, New York State United Teachers, or other authorized entities to ensure that lead evaluators maintain interrater reliability over time and that they are re-certified on an annual basis. Any administrator or supervisor who evaluates teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law 2012-c and the implementing Regulations of Commissioner of Education prior to conducting a teacher evaluation.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, October 17, 2012  
Updated Wednesday, December 19, 2012

## Page 1

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

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

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

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

K-5
6-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	(No response)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	(No response)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	(No response)
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	(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/5365/199186-lha0DogRNw/HEDI Local SLO\\_1.doc](#)

## 7.4) Special Considerations for Comparable Growth Measures

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

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

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

*(No response)*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	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 Wednesday, October 17, 2012  
Updated Wednesday, December 19, 2012

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K -5	(d) measures used by district for teacher evaluation	NYS Grades 3-5 ELA and Math Assessments
6-12	(d) measures used by district for teacher evaluation	NYS Grades 6-8 ELA and Math Assessments and NYS Grade 11 ELA Regents Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	For K-5, the second 15% will be determined by finding an aggregate of the ELA and Math scores on the grades 3, 4, and 5 State Assessments. The percentage of students meeting the score of 3 or 4 pursuant to the targets for each test will be used to find this aggregate score. For grades 6-12, the second 15% will be determined by finding an aggregate of the ELA and Math scores on the grades 6, 7, and 8 State examinations, and the Grade 11 NYS ELA Regents Assessment. The percentage of students meeting the score of 3 or 4 pursuant to the targets for each test will be combined with scores on the grade 11 ELA Regents assessment resulting in a percentage of students meeting the targets for the test.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The K-5 principal will be rated highly effective if between 75% and 100% of the students in grades 3, 4, and 5 earn a score of 3 or above on the NYS Grades 3, 4, and 5 ELA and Math Assessments. The 6-12 principal will be rated highly effective if between 75% and 100% of the students

in grades 6, 7, and 8 earn a score of 3 or above on the NYS Grades 6, 7, and 8 ELA and Math Assessments and between 80% and 100% of the students taking the grade 11 NYS ELA Regents earn a score of 65 or higher.

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

The K-5 principal will be rated effective if between 52% and 74% of the students in grades 3, 4, and 5 earn a score of 3 or above on the NYS Grades 3, 4, and 5 ELA and Math Assessments. The 6-12 principal will be rated effective if between 52% and 74% of the students in grades 6, 7, and 8 earn a score of 3 or above on the NYS Grades 6, 7, and 8 ELA and Math Assessments and between 60% and 79% of the students taking the grade 11 NYS ELA Regents earn a score of 65 or higher.

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

The K-5 principal will be rated developing if between 31% and 51% of the students in grades 3, 4, and 5 earn a score of 3 or above on the NYS Grades 3, 4, and 5 ELA and Math Assessments. The 6-12 principal will be rated developing if between 31% and 51% of the students in grades 6, 7, and 8 earn a score of 3 or above on the NYS Grades 6, 7, and 8 ELA and Math Assessments and between 30% and 59% of the students taking the grade 11 NYS ELA Regents earn a score of 65 or higher.

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

The K-5 principal will be rated ineffective if between 0% and 30% of the students in grades 3, 4, and 5 earn a score of 3 or above on the NYS Grades 3, 4, and 5 ELA and Math Assessments. The 6-12 principal will be rated ineffective if between 0% and 30% of the students in grades 6, 7, and 8 earn a score of 3 or above on the NYS Grades 6, 7, and 8 ELA and Math Assessments and between 0% and 29% of the students taking the grade 11 NYS ELA Regents earn a score of 65 or higher.

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/5366/199225-qBFVOWF7fC/Sag Harbor - TASH-APPR conversion Chart Nov 2012.xlsx*

## 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
6-12	(d) measures used by district for teacher evaluation	NYS Grades 6-8 ELA and Math Assessments and NYS Grade 11 ELA Regents Assessment

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For grades 6-12, the second 15% will be determined by finding an aggregate of the ELA and Math scores on the grades 6, 7, and 8 State examinations, and the Grade 11 NYS ELA Regents Assessment.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The 6-12 principal will be rated highly effective if between 75% and 100% of the students in grades 6, 7, and 8 earn a score of 3 or above on the NYS Grades 6, 7, and 8 ELA and Math Assessments and between 80% and 100% of the students taking the grade 11 NYS ELA Regents earn a score of 65 or higher.</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The 6-12 principal will be rated effective if between 52% and 74% of the students in grades 6, 7, and 8 earn a score of 3 or above on the NYS Grades 6, 7, and 8 ELA and Math Assessments and between 60% and 79% of the students taking the grade 11 NYS ELA Regents earn a score of 65 or higher.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The 6-12 principal will be rated developing if between 31% and 51% of the students in grades 6, 7, and 8 earn a score of 3 or above on the NYS Grades 6, 7, and 8 ELA and Math Assessments and between 30% and 59% of the students taking the grade 11 NYS ELA Regents earn a score of 65 or higher.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The 6-12 principal will be rated ineffective if between 0% and 30% of the students in grades 6, 7, and 8 earn a score of 3 or above on the NYS Grades 6, 7, and 8 ELA and Math Assessments and between 0% and 29% of the students taking the grade 11 NYS ELA Regents earn a score of 65 or higher.</p>

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/5366/199225-T8MIGWUVm1/HEDI Chart.doc*

### 8.3) Locally Developed Controls

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

*(No response)*

## 8.4) Principals with More Than One Locally Selected Measure

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

*In instances where a Principapl has mulitple locally selected measures, the HEDI scores for each measure will be combined and averaged resulting in a single score. The 6-12 Principal will recieve a single score averaging the scores from the grade 6, 7, and 8 NYS ELA and Math Assessments with the Grade 11 NYS ELA Regents Assessment.*

## 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)

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Updated Friday, December 14, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

*(No response)*

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

## 9.7) Process for Assigning Points and Determining HEDI Ratings

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

*Using the multi-dimensional rubric, the principals will be awarded points in each of the four domain categories. Principals will be assigned 1, 2, 3 or 4 in each of the domain categories. The categories will then be added up and a mean score will be established by dividing the total score by the number of domains rated. The mean score will be placed into a HEDI conversion chart resulting in a HEDI score. The conversion chart utilized will be the same chart used by the teachers.*

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

*assets/survey-uploads/5143/198913-pMADJ4gk6R/Observation Conversion Chart\_1.doc*

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

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

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Wednesday, October 17, 2012

Updated Tuesday, December 04, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	54-60
Effective	36-53
Developing	27-35
Ineffective	0-26

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 Wednesday, October 17, 2012

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/198917-Df0w3Xx5v6/Administrators Appendix F PIP\\_1.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:

#### *APPEAL PROCESS*

*A. Any principal who receives an ineffective or developing rating on their annual total composite APPR evaluation score, shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification.*

*B. 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. Any issues not raised in the appeal are waived and there may only be one (1) appeal per evaluation.*

*C. An appeal of an APPR evaluation must be commenced within ten (10) school days of the presentation of the final document to the principal, or else the right to appeal shall be deemed waived in all regards.*

*The Superintendent shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal that must include explanation and rationale behind that decision. The Superintendent shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision, and such other information as the Superintendent determines to be appropriate. Such decision shall be made within fifteen business days of the receipt of the appeal and shall be considered final and binding. The Superintendent's decision shall not be subject to grievance, arbitration or claim of any kind.*

## 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.

*Network trained (network trained by the State team in Albany, New York) staff developers provided turnkey training to district administrators responsible for observations and evaluations of teachers. District training provided by Eastern Suffolk BOCES will include on going sessions addressing inter-rater reliability and evidence gathering.*

*The District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by a certified BOCES Network Team personnel or other State authorized trainer. The evaluator training has replicated the recommended SED model certification process incorporating per the 3012-c regulations. The training has included the following requirements for Lead Evaluators:*

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

*The District will work with Eastern Suffolk BOCES Network Team, Peconic Teacher Association, New York State United Teachers, or other authorized entities to ensure that lead evaluators maintain interrater reliability over time and that they are re-certified on an annual basis. Any administrator or supervisor who evaluates teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law 2012-c and the implementing Regulations of Commissioner of Education prior to conducting a teacher evaluation.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

---

• Checked

---

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.6) Assurances -- Principals   Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Thursday, October 18, 2012

Updated Tuesday, December 18, 2012

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### 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/5581/200066-3Uqgn5g9Iu/District Certification Form 12-17-12.pdf](assets/survey-uploads/5581/200066-3Uqgn5g9Iu/District%20Certification%20Form%2012-17-12.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.

## Sag Harbor Union Free School District 25 to 20 Point Conversion for Teachers Chart

### 25 to 20 Point Conversion for Teachers Using a School-Wide Goal

For many groups of teachers, we have opted to use a composite score based on the New York State ELA Assessments given in the grade levels that exist in our school. Since these scores will be based upon the composite value added measures awarded to the school and its teachers, the chart below demonstrates how the points will be converted to a 20 point scale.

Highly Effective 18 – 20 points	Effective 9 – 17 points		Developing 3 – 8 points	Ineffective 0 – 2 points	
<i>The conversion and distribution of points from the value-added bands (25 points) to the comparable growth measures bands are presented below. VA = value added score</i>					
VA 22 or 23 = 18 VA 24 = 19 VA 25 = 20	VA 10 or 11 = 9 VA 12 or 13 = 10 VA 14 = 11 VA 15 = 12 VA 16 = 13	VA 18 or 17 = 14 VA 19 = 15 VA 20 = 16 VA 21 = 17	VA 3 or 4 = 3 VA 5 = 4 VA 6 = 5	VA 7 = 6 VA 8 = 7 VA 9 = 8	VA 0 = 0 VA 1 = 1 VA 2 = 2

## Sag Harbor Union Free School District Local 20% HEDI Calculations

The HEDI calculations below can be used for two purposes:

- A. As a Growth Measurement - In this case the HEDI Rubric measures the percentage of students that meet the established individual's student growth goals.
- B. As a Measurement of Achievement - In this case the HEDI Rubric measures the percentage of students meeting the achievement goals agreed upon.

<b>ASSESSMENTS</b>	<b>HS REGENTS</b>		<b>3-8 NYS</b>
<b>Local 20%</b>	<b>HEDI Points</b>	<b>Percentage of Students In Targeted Measurement</b>	<b>Percentage of Students In Targeted Measurement</b>
Highly Effective	20	95-100	93-100
	19	90-94	85-92
	18	80-89	75-84
Effective	17	77-79	73-74
	16	74-76	71-72
	15	72-73	69-70
	14	70-71	67-68
	13	68-69	64-66
	12	66-67	62-63
	11	64-65	58-61
	10	62-63	54-57
Developing	9	60-61	52-53
	8	55-59	50-51
	7	50-54	48-49
	6	45-49	46-47
	5	40-44	41-45
	4	35-39	36-40
Ineffective	3	30-34	31-35
	2	21-29	21-30
	1	11-20	11-20
	0	0-10	0-10

When used as a Growth Measure, the District shall identify students' individual scores through the use of a pre-assessment. The District will then determine a growth goal for each student. The percentage of those students meeting the goal

will then be used to determine teacher HEDI rating in accordance with the above chart.

When used as an Achievement Measure, the District shall identify students' individual scores through the use of a pre-assessment. The District will then determine an achievement goal for each student. The percentage of those students meeting the goal will then be used to determine teacher HEDI rating in accordance with the above chart.

	50 points	40 points	
1	0.0	0.0	0
1.1	10.0	8.0	12
1.2	20.8	16.7	25
1.3	30.8	24.7	37
1.4	40.8	32.7	49
1.5	41.7	33.3	50
1.6	42.3	33.8	51
1.7	42.8	34.3	51
1.8	43.4	34.7	52
1.9	44.0	35.2	53
2	44.6	35.7	54
2.1	45.2	36.1	54
2.2	45.8	36.6	55
2.3	46.3	37.1	56
2.4	46.9	37.5	56
2.5	47.5	38.0	57
2.6	47.7	38.1	57
2.7	47.8	38.3	57
2.8	48.0	38.4	58
2.9	48.2	38.5	58
3	48.3	38.7	58
3.1	48.5	38.8	58
3.2	48.7	38.9	58
3.3	48.8	39.1	59
3.4	49.0	39.2	59
3.5	49.2	39.3	59
3.6	49.4	39.5	59
3.7	49.6	39.7	60
3.8	49.8	39.9	60
3.9	50.0	40.0	60
4	50.0	40.0	60

S Local	Percentage of students in targeted measurement
15 14	88-100 75-87
13 12 11	71-74 67-70 64-66
10 9 8	61-63 58-60 55-57
7 6 5	52-54 47-51 43-46
4 3 2	39-42 35-38 31-34
1 0	15-30 0-14

## Local/SLO 20% HEDI Calculations

The HEDI calculations below can be used for two purposes:

- A. As a Growth Measurement - In this case the HEDI Rubric measures the percentage of students that meet the established individual student growth goals.
- B. As a Measurement of Achievement - In this case the HEDI Rubric measures the percentage of students meeting the achievement goals agreed upon.

ASSESSMENTS		HS REGENTS	3-8 NYS
Local and State SLO Worth 20%	HEDI Points	Percentage of Students In Targeted Measurement	Percentage of Students In Targeted Measurement
Highly Effective	20	95-100	93-100
	19	90-94	85-92
	18	80-89	75-84
Effective	17	77-79	73-74
	16	74-76	71-72
	15	72-73	69-70
	14	70-71	67-68
	13	68-69	64-66
	12	66-67	62-63
	11	64-65	58-61
	10	62-63	54-57
Developing	9	60-61	52-53
	8	55-59	50-51
	7	50-54	48-49
	6	45-49	46-47
	5	40-44	41-45
	4	35-39	36-40
Ineffective	3	30-34	31-35
	2	21-29	21-30
	1	11-20	11-20
	0	0-10	0-10

When used as a Growth Measure, the District shall identify students' individual scores through the use of a pre-assessment. The District will then determine a

growth goal for each student. The percentage of those students meeting the goal will then be used to determine teacher HEDI rating in accordance with the above chart.

When used as an Achievement Measure, the District shall identify students' individual scores through the use of a pre-assessment. The District will then determine an achievement goal for each student. The percentage of those students meeting the goal will then be used to determine teacher HEDI rating in accordance with the above chart.

**SAG HARBOR UNION FREE SCHOOL DISTRICT**  
**Annual Professional Performance Review**  
**Observation Conversion Chart**

		50 points		40 points		60 points
1.0		0.0		0.0	Ineffective	0
1.1		10.0		8.0		12
1.2		20.8		16.7		25
1.3		30.8		24.7		37
1.4		40.8		32.7		49
1.5		41.7		33.3	Developing	50
1.6		42.3		33.8		50.7
1.7		42.8		34.3		51.4
1.8		43.4		34.7		52.1
1.9		44.0		35.2		52.8
2.0		44.6		35.7		53.5
2.1		45.2		36.1		54.2
2.2		45.8		36.6		54.9
2.3		46.3		37.1		55.6
2.4		46.9		37.5		56.3
2.5		47.5		38.0	Effective	57
2.6		47.7		38.1		57.2
2.7		47.8		38.3		57.4
2.8		48.0		38.4		57.6
2.9		48.2		38.5		57.8
3.0		48.3		38.7		58
3.1		48.5		38.8		58.2
3.2		48.7		38.9		58.4
3.3		48.8		39.1		58.6
3.4		49.0		39.2		58.8
3.5		49.2		39.3	Highly Effective	59
3.6		49.4		39.5		59.3
3.7		49.6		39.7		59.5
3.8		49.8		39.9		59.8
3.9		50.0		40.0		60
4.0		50.0		40.0	60	

Normal rounding rules apply, but in no instance would rounding a number result in a teacher being placed in a different category.

**SAG HARBOR UNION FREE SCHOOL DISTRICT**

**Annual Professional Performance Review  
Teacher Improvement Plan (TIP) Form**

Teacher: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_

1. The area or areas in need of improvement, drawn from the evaluation criteria of the APPR are as follows:

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

3. Administrator Responsibility:

4. Teacher Responsibility:

5. A time limit for achieving improvement:

6. The assessment of improvement to be utilized:

Two review meetings shall be held to determine progress of the implementation and/or any adjustments that should be made to the plan.

Each review meeting will be held at a mutually agreeable time after a maximum interval of 15 instructional days.

After two reviews, a decision may be made to continue the Teacher Improvement Plan, to modify the Teacher Improvement Plan for an additional period, or to end the plan.

\_\_\_\_\_  
Teacher's Signature                      Date                      \_\_\_\_\_  
Principal's Signature                      Date

## Local/SLO 20% HEDI Calculations

The HEDI calculations below can be used for two purposes:

- A. As a Growth Measurement - In this case the HEDI Rubric measures the percentage of students that meet the established individual student growth goals.
- B. As a Measurement of Achievement - In this case the HEDI Rubric measures the percentage of students meeting the achievement goals agreed upon.

ASSESSMENTS		HS REGENTS	3-8 NYS
Local and State SLO Worth 20%	HEDI Points	Percentage of Students In Targeted Measurement	Percentage of Students In Targeted Measurement
Highly Effective	20	95-100	93-100
	19	90-94	85-92
	18	80-89	75-84
Effective	17	77-79	73-74
	16	74-76	71-72
	15	72-73	69-70
	14	70-71	67-68
	13	68-69	64-66
	12	66-67	62-63
	11	64-65	58-61
	10	62-63	54-57
Developing	9	60-61	52-53
	8	55-59	50-51
	7	50-54	48-49
	6	45-49	46-47
	5	40-44	41-45
	4	35-39	36-40
Ineffective	3	30-34	31-35
	2	21-29	21-30
	1	11-20	11-20
	0	0-10	0-10

When used as a Growth Measure, the District shall identify students' individual scores through the use of a pre-assessment. The District will then determine a

growth goal for each student. The percentage of those students meeting the goal will then be used to determine teacher HEDI rating in accordance with the above chart.

When used as an Achievement Measure, the District shall identify students' individual scores through the use of a pre-assessment. The District will then determine an achievement goal for each student. The percentage of those students meeting the goal will then be used to determine teacher HEDI rating in accordance with the above chart.

	50 points	40 points	
1	0.0	0.0	0
1.1	10.0	8.0	12
1.2	20.8	16.7	25
1.3	30.8	24.7	37
1.4	40.8	32.7	49
1.5	41.7	33.3	50
1.6	42.3	33.8	51
1.7	42.8	34.3	51
1.8	43.4	34.7	52
1.9	44.0	35.2	53
2	44.6	35.7	54
2.1	45.2	36.1	54
2.2	45.8	36.6	55
2.3	46.3	37.1	56
2.4	46.9	37.5	56
2.5	47.5	38.0	57
2.6	47.7	38.1	57
2.7	47.8	38.3	57
2.8	48.0	38.4	58
2.9	48.2	38.5	58
3	48.3	38.7	58
3.1	48.5	38.8	58
3.2	48.7	38.9	58
3.3	48.8	39.1	59
3.4	49.0	39.2	59
3.5	49.2	39.3	59
3.6	49.4	39.5	59
3.7	49.6	39.7	60
3.8	49.8	39.9	60
3.9	50.0	40.0	60
4	50.0	40.0	60

ASSESSMENTS		HS REGENTS	3-8 NYS		HS REGENTS	3-8 NYS		HS REGENTS	3-8 NYS
Local and State SLO Worth 20%	HEDI Points	Percentage of students in targeted measurement	Percentage of students in targeted measurement	value added	Percentage of students in targeted measurement	Percentage of students in targeted measurement	Local	Percentage of students in targeted measurement	Percentage of students in targeted measurement
	20	95-100	93-100	25	95-100	94-100	15	90-100	88-100
	19	90-94	85-92	24	90-94	88-93	14	80-89	75-87
	18	80-89	75-84	23	85-89	81-87			
				22	80-84	75-80			
	17	77-79	73-74	21	78-79	72-74	13	77-79	71-74
	16	74-76	71-72	20	76-77	70-71	12	74-76	67-70
	15	72-73	69-70	19	74-75	68-69	11	71-73	64-66
	14	70-71	67-68	18	72-73	66-67			
				17	70-71	64-65			
	13	68-69	64-66	16	68-69	62-63	10	68-70	61-63
	12	66-67	62-63	15	66-67	60-61	9	65-67	58-60
	11	64-65	58-61	14	64-65	58-59	8	62-64	55-57
	10	62-63	54-57	13	62-63	56-57			
				12	61	54-55			
	9	60-61	52-53	11	60	52-53	7	60-61	52-54
	8	55-59	50-51	10	55-59	49-51	6	54-59	47-51
	7	50-54	48-49	9	50-54	46-48	5	48-53	43-46
	6	45-49	46-47	8	46-49	43-45			
				7	42-45	40-42			
	5	40-44	41-45	6	38-41	37-39	4	42-47	39-42
	4	35-39	36-40	5	34-37	34-36	3	36-41	35-38
	3	30-34	31-35	4	30-33	31-33	2	30-35	31-34
	2	21-29	21-30	3	22-29	23-30			
				2	15-21	15-22			
	1	11-20	11-20	1	7-14	7-14	1	15-29	15-30
	0	0-10	0-10	0	0-6	0-6	0	0-14	0-14



## Local 20% HEDI Calculations

The HEDI calculations below can be used for two purposes:

- A. As a Growth Measurement - In this case the HEDI Rubric measures the percentage of students that meet the established individual student growth goals.
- B. As a Measurement of Achievement - In this case the HEDI Rubric measures the percentage of students meeting the achievement goals agreed upon.

ASSESSMENTS		HS REGENTS	3-8 NYS
Local 20%	HEDI Points	Percentage of Students In Targeted Measurement	Percentage of Students In Targeted Measurement
Highly Effective	20	95-100	93-100
	19	90-94	85-92
	18	80-89	75-84
Effective	17	77-79	73-74
	16	74-76	71-72
	15	72-73	69-70
	14	70-71	67-68
	13	68-69	64-66
	12	66-67	62-63
	11	64-65	58-61
	10	62-63	54-57
Developing	9	60-61	52-53
	8	55-59	50-51
	7	50-54	48-49
	6	45-49	46-47
	5	40-44	41-45
	4	35-39	36-40
Ineffective	3	30-34	31-35
	2	21-29	21-30
	1	11-20	11-20
	0	0-10	0-10

When used as a Growth Measure, the District shall identify students' individual scores through the use of a pre-assessment. The District will then determine a

growth goal for each student. The percentage of those students meeting the goal will then be used to determine teacher HEDI rating in accordance with the above chart.

When used as an Achievement Measure, the District shall identify students' individual scores through the use of a pre-assessment. The District will then determine an achievement goal for each student. The percentage of those students meeting the goal will then be used to determine teacher HEDI rating in accordance with the above chart.

**SAG HARBOR UNION FREE SCHOOL DISTRICT**  
**Annual Professional Performance Review**  
**Observation Conversion Chart**

		50 points		40 points		60 points
1.0		0.0		0.0	Ineffective	0
1.1		10.0		8.0		12
1.2		20.8		16.7		25
1.3		30.8		24.7		37
1.4		40.8		32.7		49
1.5		41.7		33.3	Developing	50
1.6		42.3		33.8		50.7
1.7		42.8		34.3		51.4
1.8		43.4		34.7		52.1
1.9		44.0		35.2		52.8
2.0		44.6		35.7		53.5
2.1		45.2		36.1		54.2
2.2		45.8		36.6		54.9
2.3		46.3		37.1		55.6
2.4		46.9		37.5		56.3
2.5		47.5		38.0	57	
2.6		47.7		38.1	57.2	
2.7		47.8		38.3	57.4	
2.8		48.0		38.4	57.6	
2.9		48.2		38.5	57.8	
3.0		48.3		38.7	58	
3.1		48.5		38.8	58.2	
3.2		48.7		38.9	58.4	
3.3		48.8		39.1	58.6	
3.4		49.0		39.2	58.8	
3.5		49.2		39.3	Highly Effective	59
3.6		49.4		39.5		59.3
3.7		49.6		39.7		59.5
3.8		49.8		39.9		59.8
3.9		50.0		40.0		60
4.0		50.0		40.0	60	

Normal rounding rules apply, but in no instance would rounding a number result in a teacher being placed in a different category.

## APPENDIX F

### Principal Improvement Plan

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

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

A PIP shall be designed by the principal and the Assistant Superintendent for Instruction in collaboration with the president of the *Association* or his/her designee. The principal and Assistant Superintendent for Instruction shall endeavor to reach consensus on the issues to be addressed by the PIP. (The association president will be notified when the district notifies the principal of an ineffective or developing rating.)

A statement of differentiated activities to support improvement shall be developed by the Assistant Superintendent for Instruction after consultation with the Principal on the PIP and may include, but shall not be limited to: working with mentors, in-service training, education conferences and reference to professional writings based upon scientific research, collaboration with administrative colleagues. To the extent the District requires the Principal undertake, as part of a Principal Improvement Plan, an activity which has a cost, such as a workshop or conference, the District will pay the cost.

The Assistant Superintendent for Instruction shall meet during the PIP term with the Building Principal on the PIP to discuss and assess the building principal's progress and provide feedback to the principal regarding his/her progress on the PIP. If at any time, the Assistant Superintendent for Instruction believes that the goals have been met by the principal he/she shall sign a written acknowledgement of attainment. Specific timelines for meeting the goals set forth in the PIP shall be detailed in the PIP.

In addition the above meetings with the Assistant Superintendent for Instruction the building principal shall meet with the Assistant Superintendent for Instruction periodically throughout the school year in order to discuss and assess the building principal's progress on the PIP and to be provided feedback regarding his/her progress on the PIP.

If at the end of the year in which a PIP is in place, the PIP goals are met or the administrator is rated "effective" or "highly effective" the PIP will terminate.

If the principal is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the Assistant Superintendent for Instruction in collaboration with the Association adhering to the requirements contained herein with any additional measures in that subsequent school year the following the guidelines below.

The Principal Improvement Plan set forth herein will be used only for principals rated ineffective or developing in the 2012-13 school years and its use shall **sunset** for all evaluations completed after the 2012-13 school years. The parties agree to begin to renegotiate all aspects of the PIP no later than February 1, 2013.

**Any PIP plan created for the 2012-13 school year must consist of the following components:**

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

**SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN**

**I. TARGETED GOALS: AREAS FOR IMPROVEMENT**

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

**II. EXPECTED OUTCOMES**

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

**III. RECOMMENDED RESOURCES/ACTIVITIES**

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

**IV. EVIDENCE OF ACHIEVEMENT**

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

**V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES**

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

\_\_\_\_\_  
**Assistant Superintendent  
 for Instruction**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Principal**

\_\_\_\_\_  
**Date**

**PRINCIPAL IMPROVEMENT PLAN**

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

<b>COLLABORATION</b>			
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Separate sheets may be attached for each Area of Improvement in order to complete the required information.

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_  
Assistant Supt. Signature \_\_\_\_\_ Date \_\_\_\_\_

**PRINCIPAL IMPROVEMENT PLAN  
PROGRESS RECORD FORM**

	Summary of meeting (Assist Supt)	SIGN-OFF BY BOTH PARTIES
Meeting #1 Date _____ _____		_____ _____
Meeting #2 Date _____		_____ _____
Meeting #3 Date _____		_____ _____
Meeting #4 Date _____		_____ _____
Meeting #5 Date _____		_____ _____

<b>Meeting #6</b> Date _____		_____ _____
<b>Meeting #7</b> Date _____		_____ _____

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

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

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

**The school district or BOCES and its collective bargaining agent(s), where applicable, also 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

**SAG HARBOR UNION FREE SCHOOL DISTRICT**

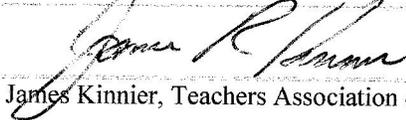
**Signatures, dates**

Superintendent Signature: Date: 12/17/12



Carl A. Bonuso, Ed.D. Interim Superintendent of Schools

Teachers Union President Signature: Date: 12/17/12



James Kinnier, Teachers Association of Sag Harbor

Administrative Union President Signature: Date: 12/17/12



George Nichols, Middle/High School Principal

Board of Education President Signature: Date: 12/17/12



Theresa A. Samot, Board President