



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

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

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August 8, 2014

**Revised-Expedited Assessment Material Change**

Dr. Walter Schartner, Superintendent  
Sayville Union Free School District  
99 Greeley Avenue  
Sayville, NY 11782

Dear Superintendent Schartner:

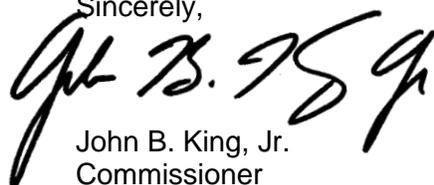
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) Expedited Assessment Material Change submission meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Dean Lucera

## NOTES:

Only the material changes included in your Expedited Assessment Material Change request were reviewed. The remaining sections of your district's/BOCES' plan, as approved by the Commissioner on August 30, 2012, remain in effect. Therefore, it is the responsibility of the district/BOCES to ensure that the change(s) approved will not have any impact on the implementation of any other part of its approved plan.

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.

## EXPEDITED MATERIAL CHANGE FORM

### **Directions:**

The following certification form is for use by school districts/BOCES that request to make a material change to their approved Annual Professional Performance Review (APPR) plan that relates solely to the elimination of unnecessary student assessments as described in Section 30-2.3(a)(2) of the Rules of the Board of Regents. For more information please see <http://www.regents.nysed.gov/meetings/2014/February2014/214p12heal.pdf>.

Districts/BOCES that wish to submit material changes to their approved APPR plan for use in the current school year must complete and submit this form to EducatorEval ([educatoreval@mail.nysed.gov](mailto:educatoreval@mail.nysed.gov)) *no later than March 1*. Please note that the Department will not accept late submissions of this form. **Please type “Expedited Assessment Material Change” in the subject line of your email to ensure an expedited review of your material change request.**

The superintendent, district superintendent, or chancellor of each school district/BOCES must provide a written explanation of the changes to their approved APPR plan in addition to the required certification below---that no other material changes have been made to other portions of the APPR plan. In the form below, please identify the relevant Task(s) (2, 3, 7, and/or 8), as listed in the APPR Portal, that will be impacted by your requested material change. In each sub-task, please also indicate if changes were made to the selected assessment, HEDI process, and/or assignment of points.

The Department shall complete the review of properly and completely submitted material changes **within 10 business days of submission**. In order to be considered properly and completely submitted, the submission must include this form with all appropriate signatures and dates and a corresponding submission in the APPR Portal (as described above) that meets the requirements of Education Law §3012-c and Subpart 30-2 of the Board of Regents. If a plan is reviewed and rejected by the Department because it was not properly and completely submitted or for any other reason, the 10 business day requirement for an expedited review does not apply until a new, properly and completely submitted material change is submitted for approval.

Please note that the Department will only review the Task(s) and sub-task(s) indicated in this certification form and no other portion of the APPR plan will be reviewed by the Department for compliance with Education Law §3012-c. Therefore, it is the responsibility of the district/BOCES to assure that the changes requested will not have an impact on the implementation of any other part of their approved APPR plan since the Department will not be reviewing the remaining portions of the approved APPR plan for compliance with Education Law §3012-c. The Department recommends that school districts/BOCES consult with their local counsel before submitting this certification form and any changes to their currently approved plan in the APPR Portal.

# Sayville UFSD

Name of school district or BOCES: \_\_\_\_\_

Please check the applicable boxes below to indicate which portions of the APPR plan have been changed that relate to the elimination of unnecessary assessments on students.

## Task 2. State Growth or Other Comparable Measures (Teachers)

### 2.2) Grades K-3 ELA

<input type="checkbox"/> Kindergarten ELA Assessment	<input type="checkbox"/> Grade 1 ELA Assessment
<input type="checkbox"/> Kindergarten ELA HEDI Process	<input type="checkbox"/> Grade 1 ELA HEDI Process
<input type="checkbox"/> Kindergarten ELA Assignment of Points	<input type="checkbox"/> Grade 1 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assessment	<input type="checkbox"/> Grade 3 ELA HEDI Process
<input type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assignment of Points	

### 2.3) Grades K-3 Math

<input type="checkbox"/> Kindergarten Math Assessment	<input type="checkbox"/> Grade 1 Math Assessment
<input type="checkbox"/> Kindergarten Math HEDI Process	<input type="checkbox"/> Grade 1 Math HEDI Process
<input type="checkbox"/> Kindergarten Math Assignment of Points	<input type="checkbox"/> Grade 1 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assessment	<input type="checkbox"/> Grade 3 Math HEDI Process
<input type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assignment of Points	

### 2.4) Grades 6-8 Science

<input type="checkbox"/> Grade 6 Science Assessment	<input type="checkbox"/> Grade 7 Science Assessment
<input type="checkbox"/> Grade 6 Science HEDI Process	<input type="checkbox"/> Grade 7 Science HEDI Process
<input type="checkbox"/> Grade 6 Science Assignment of Points	<input type="checkbox"/> Grade 7 Science Assignment of Points
<input type="checkbox"/> Grade 8 Science HEDI Process	
<input type="checkbox"/> Grade 8 Science Assignment of Points	

### 2.5) Grades 6-8 Social Studies

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input type="checkbox"/> Grade 7 Social Studies Assessment
<input type="checkbox"/> Grade 6 Social Studies HEDI Process	<input type="checkbox"/> Grade 7 Social Studies HEDI Process
<input type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input type="checkbox"/> Grade 8 Social Studies Assessment	
<input type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input type="checkbox"/> Grade 8 Social Studies Assignment of Points	

### 2.6) High School Social Studies Regents Courses

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> Global 1 Assignment of Points	
<input type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

**2.7) High School Science Regents Courses**

<input checked="" type="checkbox"/> Living Environment HEDI Process	<input checked="" type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input checked="" type="checkbox"/> Chemistry HEDI Process	<input checked="" type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

**2.8) High School Math Regents Courses**

<input checked="" type="checkbox"/> Algebra 1 HEDI Process	<input checked="" type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input checked="" type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

**2.9) High School English Language Arts**

<input checked="" type="checkbox"/> Grade 9 ELA Assessment	<input checked="" type="checkbox"/> Grade 10 ELA Assessment
<input checked="" type="checkbox"/> Grade 9 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 10 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 9 ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input checked="" type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

**2.10) All Other Courses**

<input checked="" type="checkbox"/> All other course(s) Assessment(s)
<input checked="" type="checkbox"/> All other course(s) HEDI Process
<input checked="" type="checkbox"/> All other course(s) Assignment of Points

**2.11) HEDI Table(s)**

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input checked="" type="checkbox"/> Listed course(s) Assignment of Points

**Task 3. Locally-Selected Measures (Teachers)**

**3.1) Grades 4-8 ELA**

<input type="checkbox"/> Grade 4 ELA Assessment	<input type="checkbox"/> Grade 5 ELA Assessment
<input type="checkbox"/> Grade 4 ELA HEDI Process	<input type="checkbox"/> Grade 5 ELA HEDI Process
<input type="checkbox"/> Grade 4 ELA Assignment of Points	<input type="checkbox"/> Grade 5 ELA Assignment of Points
<input type="checkbox"/> Grade 6 ELA Assessment	<input type="checkbox"/> Grade 7 ELA Assessment
<input type="checkbox"/> Grade 6 ELA HEDI Process	<input type="checkbox"/> Grade 7 ELA HEDI Process
<input type="checkbox"/> Grade 6 ELA Assignment of Points	<input type="checkbox"/> Grade 7 ELA Assignment of Points
<input type="checkbox"/> Grade 8 ELA Assessment	
<input type="checkbox"/> Grade 8 ELA HEDI Process	
<input type="checkbox"/> Grade 8 ELA Assignment of Points	

**3.2) Grades 4-8 Math**

<input type="checkbox"/> Grade 4 Math Assessment	<input type="checkbox"/> Grade 5 Math Assessment
<input type="checkbox"/> Grade 4 Math HEDI Process	<input type="checkbox"/> Grade 5 Math HEDI Process
<input type="checkbox"/> Grade 4 Math Assignment of Points	<input type="checkbox"/> Grade 5 Math Assignment of Points
<input type="checkbox"/> Grade 6 Math Assessment	<input type="checkbox"/> Grade 7 Math Assessment
<input type="checkbox"/> Grade 6 Math HEDI Process	<input type="checkbox"/> Grade 7 Math HEDI Process
<input type="checkbox"/> Grade 6 Math Assignment of Points	<input type="checkbox"/> Grade 7 Math Assignment of Points
<input type="checkbox"/> Grade 8 Math Assessment	
<input type="checkbox"/> Grade 8 Math HEDI Process	
<input type="checkbox"/> Grade 8 Math Assignment of Points	

**3.3) HEDI Table(s) or Graphic(s)**

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

**3.4) Grades K-3 ELA**

<input type="checkbox"/> Kindergarten ELA Assessment	<input type="checkbox"/> Grade 1 ELA Assessment
<input type="checkbox"/> Kindergarten ELA HEDI Process	<input type="checkbox"/> Grade 1 ELA HEDI Process
<input type="checkbox"/> Kindergarten ELA Assignment of Points	<input type="checkbox"/> Grade 1 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assessment	<input type="checkbox"/> Grade 3 ELA Assessment
<input type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA HEDI Process
<input type="checkbox"/> Grade 2 ELA Assignment of Points	<input type="checkbox"/> Grade 3 ELA Assignment of Points

**3.5) Grades K-3 Math**

<input type="checkbox"/> Kindergarten Math Assessment	<input type="checkbox"/> Grade 1 Math Assessment
<input type="checkbox"/> Kindergarten Math HEDI Process	<input type="checkbox"/> Grade 1 Math HEDI Process
<input type="checkbox"/> Kindergarten Math Assignment of Points	<input type="checkbox"/> Grade 1 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assessment	<input type="checkbox"/> Grade 3 Math Assessment
<input type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math HEDI Process
<input type="checkbox"/> Grade 2 Math Assignment of Points	<input type="checkbox"/> Grade 3 Math Assignment of Points

**3.6) Grades 6-8 Science**

<input type="checkbox"/> Grade 6 Science Assessment	<input type="checkbox"/> Grade 7 Science Assessment
<input type="checkbox"/> Grade 6 Science HEDI Process	<input type="checkbox"/> Grade 7 Science HEDI Process
<input type="checkbox"/> Grade 6 Science Assignment of Points	<input type="checkbox"/> Grade 7 Science Assignment of Points
<input type="checkbox"/> Grade 8 Science Assessment	
<input type="checkbox"/> Grade 8 Science HEDI Process	
<input type="checkbox"/> Grade 8 Science Assignment of Points	

**3.7) Grades 6-8 Social Studies**

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input type="checkbox"/> Grade 7 Social Studies Assessment
<input type="checkbox"/> Grade 6 Social Studies HEDI Process	<input type="checkbox"/> Grade 7 Social Studies HEDI Process
<input type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input type="checkbox"/> Grade 8 Social Studies Assessment	
<input type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input type="checkbox"/> Grade 8 Social Studies Assignment of Points	

**3.8) High School Social Studies Regents Courses**

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 Assessment
<input type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 Assignment of Points	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> American History Assessment	
<input type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

**3.9) High School Science Regents Courses**

<input type="checkbox"/> Living Environment Assessment	<input type="checkbox"/> Earth Science Assessment
<input type="checkbox"/> Living Environment HEDI Process	<input type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input type="checkbox"/> Chemistry Assessment	<input type="checkbox"/> Physics Assessment
<input type="checkbox"/> Chemistry HEDI Process	<input type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

**3.10) High School Math Regents Courses**

<input type="checkbox"/> Algebra 1 Assessment	<input type="checkbox"/> Geometry Assessment
<input type="checkbox"/> Algebra 1 HEDI Process	<input type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input type="checkbox"/> Algebra 2 Assessment	
<input type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

**3.11) High School English Language Arts**

<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input type="checkbox"/> Grade 9 ELA HEDI Process	<input type="checkbox"/> Grade 10 ELA HEDI Process
<input type="checkbox"/> Grade 9 ELA Assignment of Points	<input type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

**3.12) All Other Courses**

<input type="checkbox"/> All other course(s) Assessment(s)
<input type="checkbox"/> All other course(s) HEDI Process
<input type="checkbox"/> All other course(s) Assignment of Points

**3.13) HEDI Table(s)**

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

**Task 7. State Growth or Other Comparable Measures (Principals)**

**7.3) Students Learning Objectives as Comparable Growth Measures (20 points)**

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

**7.3) HEDI Table(s)**

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

**Task 8. Locally-Selected Measures (Principals)**

**8.1) Locally Selected Measures of Student Achievement for Principals With an Approved Value-Added Measure (15 points) (20 points until Value-Added is implemented)**

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

**8.1) HEDI Table(s)**

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

**8.2) Locally Selected Measures of Student Achievement for All Other Principals (20 points)**

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

**8.2) HEDI Table(s)**

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

## Statement of Assurances

By signing this document, the superintendent, district superintendent, or chancellor, the president of the board of education and the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this expedited material change and the previously approved APPR plan and/or approved material changes constitute the district's or BOCES' complete Annual Professional Performance Review (APPR) plan, that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining, and that such APPR plan complies with all of 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 district or BOCES and its collective bargaining agent(s), where applicable, also assure that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that the district's or BOCES' complete APPR plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict or interfere with full implementation of the district's or BOCES APPR plan, including any approved material changes; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

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

- Assure that the material changes indicated in this form are in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining,
- Assure that the district's or BOCES' request for an expedited review of their APPR plan is only for material changes related to the elimination of unnecessary assessments in the Tasks identified by the district or BOCES in this form and that no other Tasks of the district's or BOCES' approved APPR plan have been changed.
- Assure that any material changes approved by the Commissioner as part of this expedited review shall constitute part of the school district's or BOCES' currently approved APPR plan.
- Assure 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.
- Assure that the district's or BOCES' entire approved APPR plan, including any approved material change, will be posted on the district or BOCES website within 10 days after it is approved by the Commissioner.
- Assure that the district's or BOCES' request for an expedited material change will not prevent, conflict, or interfere with any existing collective bargaining agreement and/or full implementation of the APPR plan currently approved by the Department in any way or the described timeframes for submission of data in Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. This includes, but is not limited to, that results will be provided and 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's or building principal's performance is being measured.

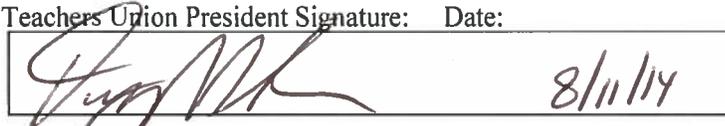
- Assure that the district or BOCES understands that the Department will only review, in an expedited fashion, the material changes described on this assurance form and that no other portion of the APPR plan will be reviewed as part of this material change request, by the Department for compliance with Education Law §3012-c and understands that the Commissioner reserves the right to revoke his/her approval of these material changes at any time if the Department determines that additional changes were made to the plan, other than those identified by the district or BOCES in this form.
- Assure that the district or BOCES will continue to fully implement the currently approved APPR plan and will not have collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent that would prevent, conflict, or interfere with full implementation of the APPR plan.
- 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 the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations.
- Assure that the district or BOCES understands that the use of an expedited material change does not preclude the Department from conducting annual monitoring regarding the implementation of the requested change or of its entire approved APPR plan pursuant to the regulations.
- Assure that any material change to the APPR plan relating to assessment use will align with the applicable HEDI description(s) and uploaded document(s) for the given Task.

**Signatures, Dates**

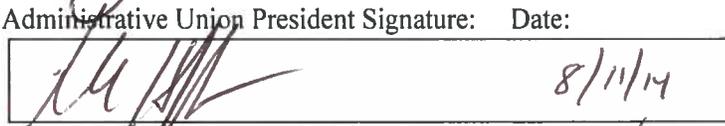
Superintendent Signature: Date:

 8/8/14

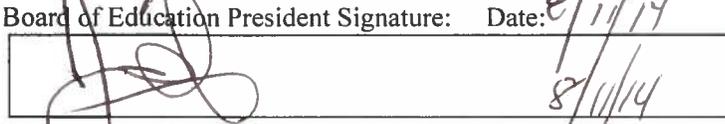
Teachers Union President Signature: Date:

 8/11/14

Administrative Union President Signature: Date:

 8/11/14

Board of Education President Signature: Date: 8/11/14

 8/11/14

**Effective May 10, 2014, the school district or BOCES also makes the following specific assurances with respect to their APPR plan:**

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the superintendent, district superintendent or chancellor certify that for the 2014-15 school year and thereafter:

- The amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such grade.
- The amount of time devoted to test preparation under traditional standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade.
- Time devoted to teacher administered classroom quizzes or exams, portfolio reviews or performance assessments, formative and diagnostic assessments, including but not limited to assessments used for diagnostic screening required by Education Law §3208(5), shall not be counted toward the aforementioned limits. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability; assessments that are otherwise required to be administered by federal law; and/or assessments used for diagnostic or formative purposes.

Superintendent / District Superintendent / Chancellor Signature:      Date:

	
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# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Wednesday, July 09, 2014

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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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 580504030000

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

580504030000

#### 1.2) School District Name: SAYVILLE UFSD

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

Sayville Public Schools

#### 1.3) Assurances

Please check all of the boxes below:

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

#### 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, August 07, 2014

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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 where there is no State-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See Guidance for more detail on teachers with State-provided measures AND SLOs.)

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

For core subjects: grade 8 Science, 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 3<sup>rd</sup> 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 3<sup>rd</sup> party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Grade 4,5 ELA and Math NYS Assessments
1	School-or BOCES-wide, group or team results based on State assessments	Grade 4,5 ELA and Math NYS Assessments
2	School-or BOCES-wide, group or team results based on State assessments	Grade 4,5 ELA and Math NYS 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grades K - 2 teachers will receive the State provided building wide growth score. When the State moves to value added model based on 25 points, the district will convert this score to a 20 point maximum score. Grade 3 teachers will set individual growth targets based on historical data to be approved by the building principal.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Using the example of the uploaded table, percentages of students achieving target will be assigned to points with the

target goal assigned to point 13. Teachers who fall within the H range on the table will be deemed Highly Effective.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Using the example of the uploaded table, percentages of students achieving target will be assigned to points with the target goal assigned to point 13. Teachers who fall within the E range on the table will be deemed Effective.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Using the example of the uploaded table, percentages of students achieving target will be assigned to points with the target goal assigned to point 13. Teachers who fall within the D range on the table will be deemed Developing.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

Using the example of the uploaded table, percentages of student achieving target will be assigned to points with the target goal assigned to point 13. Teachers who fall within the I range on the table will be deemed Ineffective.

## 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Grade 4,5 ELA and Math NYS Assessments
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Grade 4,5 ELA and Math NYS Assessments
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Grade 4,5 ELA and Math NYS 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 measuring student growth on the assessments listed for this Task.

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

Grades K - 2 teachers will receive the State provided building wide growth score. When the State moves to value added model based on 25 points, the district will convert this score to a 20 point maximum score.  
Grade 3 teachers will set individual growth targets based on historical data to be approved by the building principal.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the H range on the table will be deemed Highly Effective.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the E range on the table will be deemed Effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the D range on the table will be deemed Developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the I range on the table will be deemed Ineffective.

## 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	School- or BOCES-wide, group or team results based on State assessments	Grade 6 - 8 ELA and Math NYS assessments
7	School- or BOCES-wide, group or team results based on State assessments	Grade 6 - 8 ELA and Math NYS assessments

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grades 6 and 7 teachers will receive the State provided building wide growth score. When the State moves to value added model based on 25 points, the district will convert this score to a 20 point maximum score. Grade 8 teachers will set individual growth targets based on historical data to be approved by the building principal.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the H range on the table will be deemed Highly Effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the E range on the table will be deemed Effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the D range on the table will be deemed Developing.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the I range on the table will be deemed Ineffective.

## 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	School- or BOCES-wide, group or team results based on State assessments	Grade 6 - 8 ELA and Math NYS assessments
7	School- or BOCES-wide, group or team results based on State assessments	Grade 6 - 8 ELA and Math NYS assessments
8	School- or BOCES-wide, group or team results based on State assessments	Grade 6 - 8 ELA and Math NYS assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grades 6-8 teachers will receive the State provided building wide growth score. When the State moves to value added model based on 25 points, the district will convert this score to a 20 point maximum score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the H range on the table will be deemed Highly Effective.
Effective (9 - 17 points) Results meet District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the E range on the table will be deemed Effective.
Developing (3 - 8 points) Results are below District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the D range on the table will be deemed Developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the I range on the table will be deemed Ineffective.

## 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
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Global 1	School-/BOCES-wide group/team results based on State assessments	Comprehensive ELA and Integrated Algebra and Common Core Algebra Regents exams
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	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grades 9 teachers will receive the State provided building wide growth score. When the State moves to value added model based on 25 points, the district will convert this score to a 20 point maximum score. The students will take both the Common Core and Integrated Algebra regents and the Comprehensive English Regents as long as allowed by NYSED. Grade 10 and 11 teachers will set individual growth targets based on historical data to be approved by the building principal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the H range on the table will be deemed Highly Effective.
Effective (9 - 17 points) Results meet District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the E range on the table will be deemed Effective.
Developing (3 - 8 points) Results are below District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the D range on the table will be deemed Developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the I range on the table will be deemed Ineffective.

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Biology, Earth Science, Chemistry, and Physics teachers will set individual growth targets based on historical data to be approved by the building principal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the H range on the table will be deemed Highly Effective.
Effective (9 - 17 points) Results meet District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the E range on the table will be deemed Effective.
Developing (3 - 8 points) Results are below District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the D range on the table will be deemed Developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the I range on the table will be deemed Ineffective.

## 2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Algebra, Geometry, and Algebra 2 teachers will set individual growth targets based on historical data to be approved by the building principal. Students will take both the Integrated Algebra and the Common Core Algebra regents as long as allowed by NYSED. The higher score of the two exams will be used for APPR purposes.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the H range on the table will be deemed Highly Effective.
Effective (9 - 17 points) Results meet District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the E range on the table will be deemed Effective.
Developing (3 - 8 points) Results are below District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the D range on the table will be deemed Developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the I range on the table will be deemed Ineffective.

## 2.9) High School English Language Arts

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grades 9 and 10 teachers will receive the State provided building wide growth score. When the State moves to value added model based on 25 points, the district will convert this score to a 20 point maximum score. The students will take both the Common Core and Integrated Algebra regents and the Comprehensive English Regents as long as allowed by NYSED. Grade 11 teachers will set individual growth targets based on historical data to be approved by the building principal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the H range on the table will be deemed Highly Effective.

Effective (9 - 17 points) Results meet District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the E range on the table will be deemed Effective.
Developing (3 - 8 points) Results are below District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the D range on the table will be deemed Developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the I range on the table will be deemed Ineffective.

## 2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2<sup>nd</sup> drop-down option applies to grades 3 and above and the 5<sup>th</sup> drop-down option applies to grades K-2.

Course(s) or Subject(s)	Option	Assessment
All ESL Courses	State Assessment	NYSESLAT
All other K - 5 Courses	School/BOCES-wide/group/team results based on State	Grade 4,5 ELA and Math NYS Assessments
All other 6 - 8 courses	School/BOCES-wide/group/team results based on State	Grade 6 - 8 ELA and Math NYS assessments
All other 9 - 12 courses	School/BOCES-wide/group/team results based on State	Comprehensive ELA and Integrated Algebra and Common Core Algebra Regents exams

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grades K - 12 teachers will receive the State provided building wide growth score. When the State moves to value added model based on 25 points, the district will convert this score to a 20 point maximum score. The 9 - 12 students will take both the Common Core and Integrated Algebra regents and the Comprehensive English Regents as long as allowed by NYSED. For ESL Students pretest scores will be compared to the final assessment score and the percentage of the students that achieve the target goal set for them will be converted to points to determine HEDI category. The final assessment for ESL is the NYSESLAT. ESL teachers will set individual goals for students that will be approved by the building principal.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the H range on the table will be deemed Highly Effective.
Effective (9 - 17 points) Results meet District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the E range on the table will be deemed Effective.
Developing (3 - 8 points) Results are below District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the D range on the table will be deemed Developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Teachers who fall within the I range on the table will be deemed Ineffective.

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

(No response)

## 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/1448368-TXEttx9bQW/Conversion charts APPR 2014.pdf

## 2.12) Locally Developed Controls

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

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

In setting targets for SLO's and Local Assessments consideration will be given regarding students with disabilities, ELL students, students in poverty, and prior student academic history, and adjustments will be made to the targets while assuring these students are held to high standards of rigor and continuous student growth.

## 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://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</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
2.14) Assurances   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
2.14) Assurances   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, July 09, 2014

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

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students’ performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Aimsweb
5	4) State-approved 3rd party assessments	Aimsweb
6	5) District, regional, or BOCES–developed assessments	Sayville Sixth Grade ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Sayville Seventh Grade ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Sayville Eighth Grade ELA 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.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Using students' final assessment / NYS Assessment scores, the percentage of the students that achieve the target goal set will be converted to points to determine HEDI category. In this subcomponent, the teacher will first be rated on a 1-4 scale according to the average percentage of student scores. The rating will determine where the teacher falls in the HEDI categories, and then the points from 0-15 will be applied.
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the H range on the points table will be deemed Highly Effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the E range on the points table will be deemed Effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the D range on the points table will be deemed Developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the I range on the points table will be deemed Ineffective.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Aimsweb
5	4) State-approved 3rd party assessments	Aimsweb
6	5) District, regional, or BOCES–developed assessments	Sayville Sixth Grade Math Assessment
7	5) District, regional, or BOCES–developed assessments	Sayville Seventh Grade Math Assessment
8	5) District, regional, or BOCES–developed assessments	Sayville Eighth Grade Math 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.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Using students' final assessment / NYS Assessment scores, the percentage of the students that achieve the target goal set will be converted to points to determine HEDI category. In this subcomponent, the teacher will first be rated on a 1-4 scale according to the average percentage of student scores. The rating will determine where the teacher falls in the HEDI categories, and then the points from 0-15 will be applied.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the H range on the points table will be deemed Highly Effective.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the E range on the points table will be deemed Effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the D range on the points table will be deemed Developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the I range on the points table will be deemed Ineffective.

### 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/5139/131099-rhJdBgDruP/Sayville Conversion Charts Teachers.pdf](#)

## 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 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:

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

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

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

### 3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
1	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
2	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
3	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Using students' final assessment / NYS Assessment scores, the percentage of the students that achieve the target goal set will be converted to points to determine HEDI category. In this subcomponent, the teacher will first be rated on a 1-4 scale according to the average percentage of student scores. The rating will determine where the teacher falls in the HEDI categories, and then the points from 0-20 will be applied.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the H range on the points table will be deemed Highly Effective.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the E range on the points table will be deemed Effective.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the D range on the points table will be deemed Developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the I range on the points table will be deemed Ineffective.

### 3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
1	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
2	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
3	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Using students' final assessment / NYS Assessment scores, the percentage of the students that achieve the target goal set will be converted to points to determine HEDI category. In this subcomponent, the teacher will first be rated on a 1-4 scale according to the average percentage of student scores. The rating will determine where the teacher falls in the HEDI categories, and then the points from 0-20 will be applied.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the H range on the points table will be deemed Highly Effective.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the E range on the points table will be deemed Effective.

Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the D range on the points table will be deemed Developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the I range on the points table will be deemed Ineffective.

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Sayville Sixth Grade Science Assessment
7	5) District, regional, or BOCES–developed assessments	Sayville Seventh Grade Science Assessment
8	5) District, regional, or BOCES–developed assessments	Sayville Eight Grade 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.	District developed assessments will be rigorous, comparable across classroom and the same assessment will be used across a grade level or subject. Using students' final assessment / NYS Assessment scores, the percentage of the students that achieve the target goal set will be converted to points to determine HEDI category. In this subcomponent, the teacher will first be rated on a 1-4 scale according to the average percentage of student scores. The rating will determine where the teacher falls in the HEDI categories, and then the points from 0-20 will be applied.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the H range on the points table will be deemed Highly Effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the E range on the points table will be deemed Effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the D range on the points table will be deemed Developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the I range on the points table will be deemed Ineffective.

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Sayville Sixth Grade Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Sayville Seventh Grade Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Sayville Eighth Grade 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.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Using students' final assessment / NYS Assessment scores, the percentage of the students that achieve the target goal set will be converted to points to determine HEDI category. In this subcomponent, the teacher will first be rated on a 1-4 scale according to the average percentage of student scores. The rating will determine where the teacher falls in the HEDI categories, and then the points from 0-20 will be applied.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the H range on the points table will be deemed Highly Effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the E range on the points table will be deemed Effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the D range on the points table will be deemed Developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the I range on the points table will be deemed Ineffective.

### 3.8) High School Social Studies

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

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

Locally-Selected Measure from List of Approved Measures	Assessment
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Global 1	5) District, regional, or BOCES–developed assessments	Sayville Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Sayville Global 2 Assessment/Regents
American History	5) District, regional, or BOCES–developed assessments	Sayville American History/Regents

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.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Using students' final assessment / Regents scores, the percentage of the students that achieve the target goal set will be converted to points to determine HEDI category. In this subcomponent, the teacher will first be rated on a 1-4 scale according to the average percentage of student scores. The rating will determine where the teacher falls in the HEDI categories, and then the points from 0-20 will be applied.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the H range on the points table will be deemed Highly Effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the E range on the points table will be deemed Effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the D range on the points table will be deemed Developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the I range on the points table will be deemed Ineffective.

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Sayville Living Environment Assessment/Regents
Earth Science	5) District, regional, or BOCES–developed assessments	Sayville Earth Science Assessment/Regents

Chemistry	5) District, regional, or BOCES–developed assessments	Sayville Chemistry Assessment/Regents
Physics	5) District, regional, or BOCES–developed assessments	Sayville Physics Assessment/Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Using students' final assessment / Regents scores, the percentage of the students that achieve the target goal set will be converted to points to determine HEDI category. In this subcomponent, the teacher will first be rated on a 1-4 scale according to the average percentage of student scores. The rating will determine where the teacher falls in the HEDI categories, and then the points from 0-20 will be applied.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the H range on the points table will be deemed Highly Effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the D range on the points table will be deemed Developing.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the E range on the points table will be deemed Effective.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the I range on the points table will be deemed Ineffective.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Sayville Algebra 1 Assessment/Regents
Geometry	5) District, regional, or BOCES–developed assessments	Sayville Geometry Assessment/Regents
Algebra 2	5) District, regional, or BOCES–developed assessments	Sayville Algebra 2 Assessment/Regents

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Using students' final assessment / Regents scores, the percentage of the students that achieve the target goal set will be converted to points to determine HEDI category. In this subcomponent, the teacher will first be rated on a 1-4 scale according to the average percentage of student scores. The rating will determine where the teacher falls in the HEDI categories, and then the points from 0-20 will be applied.</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>Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the H range on the points table will be deemed Highly Effective.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the E range on the points table will be deemed Effective.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the D range on the points table will be deemed Developing.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the I range on the points table will be deemed Ineffective.</p>

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Sayville Ninth Grade ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Sayville 10 Grade ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Sayville 11 Grade ELA Assessment /Regents

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Using students' final assessment / Regents scores, the percentage of the students that achieve the target goal set will be converted to points to determine HEDI category. In this subcomponent, the teacher will first be rated on a 1-4 scale according to the average percentage of student scores. The rating will determine where the teacher falls in the HEDI categories, and then the points from 0-20 will be applied.</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>Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the H range on the points table will be deemed Highly Effective.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the E range on the points table will be deemed Effective.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the D range on the points table will be deemed Developing.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the I range on the points table will be deemed Ineffective.</p>

### 3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All Art Courses	5) District/regional/BOCES–developed	Sayville Art Assessment
All Music Course	5) District/regional/BOCES–developed	Sayville Music Assessment
All Business Courses	5) District/regional/BOCES–developed	Sayville Business Assessment
All Technology Courses	5) District/regional/BOCES–developed	Sayville Technology Assessment
All Physical Education Courses	5) District/regional/BOCES–developed	Sayville Physical Education Assessment

All Speech/Language Courses	5) District/regional/BOCES–developed	Sayville Speech/Language Assessment
All Other ELA Courses	5) District/regional/BOCES–developed	Sayville ELA Assessment
All Other Math Courses	5) District/regional/BOCES–developed	Sayville Math Assessment
All Other Science Courses	5) District/regional/BOCES–developed	Sayville Science Assessment
All Other Social Studies Courses	5) District/regional/BOCES–developed	Sayville Social Studies Assessment
All LOTE Courses	5) District/regional/BOCES–developed	Sayville LOTE Assessment
All STEM/Research Courses	5) District/regional/BOCES–developed	Sayville STEM/Research Assessment
All Health Courses	5) District/regional/BOCES–developed	Sayville Health Assessment
All Family and Consumer Science Courses	5) District/regional/BOCES–developed	Sayville FACS Assessment
All Library Media Courses	5) District/regional/BOCES–developed	Sayville Library Media Assessment
All ESL Courses	7) Student Learning Objectives	LabR/NYSESLAT

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Using students' final assessment / Regents scores, the percentage of the students that achieve the target goal set will be converted to points to determine HEDI category. In this subcomponent, the teacher will first be rated on a 1-4 scale according to the average percentage of student scores. The rating will determine where the teacher falls in the HEDI categories, and then the points from 0-20 will be applied.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the H range on the points table will be deemed Highly Effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the E range on the points table will be deemed Effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the D range on the points table will be deemed Developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within the I range on the points table will be deemed Ineffective.

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

(No response)

### 3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/131099-y92vNseFa4/Sayville Conversion Charts Teachers.pdf

### 3.14) Locally Developed Controls

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

In setting targets for SLO's and Local Assessments consideration will be given regarding students with disabilities, ELL students, students in poverty, and prior student academic history, and adjustments will be made to the targets while assuring these students are held to high standards of rigor and continuous student growth.

### 3.15) Teachers with More Than One Locally Selected Measure

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

For teachers with more than 1 SLO, points will be allocated proportionally by section a/o enrollment to calculate total points to determine the HEDI category.

### 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
3.16) Assurances   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
3.16) Assurances   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

# 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013  
Updated Wednesday, July 09, 2014

## 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.)

4.1) Teacher Practice Rubric   Rubric	Marshall's Teacher Evaluation Rubric
---------------------------------------	--------------------------------------

Second Rubric, if applicable	(No response)
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### 4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

The teacher will first be rated according to the rubric. That rating will determine where the teacher falls in the HEDI categories and then the points will be applied. Rubric scores from 1-4 will be assigned to elements within each of the domains. A total average rubric score for the 6 domains in the Marshall Teacher Evaluation Rubric will be obtained by adding the rubric scores from each domain to obtain a total and then dividing by 6. Referencing the uploaded Sayville Rubric Score to Points Conversion Chart, rubric scores will be converted to points from 0-60 and the HEDI category will be determined based upon these points. HEDI categories are: Highly Effective 59-60 / Effective 57-58 / Developing 56-50 / Ineffective 49-0.

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/5091/131123-eka9yMJ855/Rubric to 60 Point Conversion.pdf

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

<p>Highly Effective: Overall performance and results exceed NYS Teaching Standards.</p>	<p>The Marshall Evaluation Rubric will be used to reflect 40 points based upon multiple observations to inform the domains related to classroom instruction and 20 points based upon Teacher Artifact review to inform the Family and Community Outreach and Professional Responsibilities domains. Using the uploaded conversion chart, NYSED guidelines and the NYS Teaching Standards as reflected in the evaluation rubric, teachers who score in the H range consistently demonstrate instructional practices and professionalism exceeding NYS Teaching Standards and would be deemed Highly Effective.</p>
<p>Effective: Overall performance and results meet NYS Teaching Standards.</p>	<p>The Marshall Evaluation Rubric will be used to reflect 40 points based upon multiple observations to inform the domains related to classroom instruction and 20 points based upon Teacher Artifact review to inform the Family and Community Outreach and Professional Responsibilities domains. Using the uploaded conversion chart, NYSED guidelines and the NYS Teaching Standards as reflected in the evaluation rubric, teachers who score in the E range consistently demonstrate instructional practices and professionalism meeting NYS Teaching Standards and would be deemed Effective.</p>
<p>Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.</p>	<p>The Marshall Evaluation Rubric will be used to reflect 40 points based upon multiple observations to inform the domains related to classroom instruction and 20 points based upon Teacher Artifact review to inform the Family and Community Outreach and Professional Responsibilities domains. Using the uploaded conversion chart, NYSED guidelines and the NYS Teaching Standards as reflected in the evaluation rubric, teachers who score in the D range consistently demonstrate instructional practices and professionalism needing improvement in order to meet NYS Teaching Standards and would be deemed Developing.</p>
<p>Ineffective: Overall performance and results do not meet NYS Teaching Standards.</p>	<p>The Marshall Evaluation Rubric will be used to reflect 40 points based upon multiple observations to inform the domains related to classroom instruction and 20 points based upon Teacher Artifact review to inform the Family and Community Outreach and Professional Responsibilities domains. Using the uploaded conversion chart, NYSED guidelines and the NYS Teaching Standards as reflected in the evaluation rubric, teachers who score in the H range consistently demonstrate instructional practices and professionalism not meeting NYS Teaching Standards and would be deemed Ineffective.</p>

Provide the ranges for the 60-point scoring bands.

<p>Highly Effective</p>	<p>59-60 points 3.5-4.0</p>
<p>Effective</p>	<p>57-58 points 2.5-3.4</p>
<p>Developing</p>	<p>50-56 points 1.5-2.4</p>
<p>Ineffective</p>	<p>0-49 points 1-1.4</p>

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Enter 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 probationary teachers be done in person, by video, or both?

- In Person

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

- In Person

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, July 09, 2014

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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.

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

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

Where there is no Value-Added measure

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

Overall  
Composite Score

Highly Effective  
18-20  
18-20  
Ranges determined locally--see below  
91-100

Effective  
9-17  
9-17  
75-90

Developing  
3-8  
3-8  
65-74

Ineffective  
0-2  
0-2  
0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Wednesday, July 09, 2014

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

[assets/survey-uploads/5265/131139-Df0w3Xx5v6/Sayville TIP Form\\_1.\\_1.pdf](#)

### 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:

Within ten (10) business days of the receipt of a teacher's annual evaluation, the teacher may request, in writing, review by the Superintendent of Schools, or his/her designee.

Within ten (10) calendar days of receipt of the appeal, the Superintendent of Schools, or his/her designee, shall render an initial determination, in writing, respecting the appeal.

The affected teacher may elect review of the appeal papers by an outside expert who will be chosen from a panel of persons selected

by the District and Association which panel shall be established by the parties.  
Expert review shall be completed within ten (10) days of delivery of the written request for review to the panel member.  
The panelist shall issue a written review which shall be transmitted to the Superintendent upon completion. The Superintendent shall consider the written review of the panelist and shall issue a final written decision within ten (10) days thereof.  
A performance rating of “ineffective” is the only rating that may be appealed.

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

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

The Sayville Union Free School District will ensure that all lead evaluators/evaluators are properly trained and certified, as necessary, to complete an individual's performance review. Evaluator training will be conducted by the Deputy Superintendent in conjunction with training offered through ESBOCES and the NYS Council of School Superintendents. Lead evaluator training will be conducted in accordance with the certification requirements per the Commissioner's regulations. The training will include the following:

- NYS Teaching Standards and ISLLC Standards
- Evidence-based observation
- Applications and Use of SGP and VA Growth Model Data
- Application and Use of Marshall Evaluation Rubric / Teacher Artifacts
- Application and Use of locally selected measures of student achievement
- Use of SIRS
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers of ELL and SWD

Ongoing collaborative sessions will be conducted throughout the year to build evaluator skills related to inter-rater reliability. Evaluators will receive training from Deputy Superintendent, ESBOCES, and NYS Council of School Superintendents to allow recertification annually.

## 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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Tuesday, July 29, 2014

## 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.

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

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

K- 5
6 - 8

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

Please check the boxes below:

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

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results. Additional SLOs will then be set based on grades/subjects with State assessments, where applicable. If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, required if one exists  
 District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms  
 List of State-approved 3<sup>rd</sup> party assessments

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

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

School or Program Type	SLO with Assessment Option	Name of the Assessment
High School	State assessment	NYS Regents Exam in English

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Students' pretest scores will be compared to the final assessment score/Regents and at least the target percentage of the students will achieve the target goal set for them on the summative assessment/Regents. The target goal will be assigned to point 13 on the uploaded chart and the actual attained percentage will determine the HEDI category in which the principal falls.
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Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Principals who fall within the H range on the table will be deemed Highly Effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Principals who fall within the E range on the table will be deemed Effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Principals who fall within the D range on the table will be deemed Developing.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Using the example of the uploaded table, percentages will be assigned to points with the target goal assigned to point 13. Principals who fall within the I range on the table will be deemed Ineffective.

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/5365/132073-lha0DogRNw/Microsoft Word - Sayville Public Schools Conversion Chart Samples.pdf

## 7.4) Special Considerations for Comparable Growth Measures

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

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

In setting targets for SLO's and Local Assessments consideration will be given regarding students with disabilities, ELL students, students in poverty, and prior student academic history, and adjustments will be made to the targets while assuring these students are held to high standards of rigor to ensure continued student growth.

## 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
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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://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</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
7.6) Assurances -- Comparable Growth Measures   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, July 09, 2014

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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.

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K- 5	(d) measures used by district for teacher evaluation	Aims Web
6 - 8	(a) achievement on State assessments	NYS Assessment in Mathematics

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.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Using students' final assessment / NYS Assessment scores, the percentage of the students that achieve the target goal set above the national benchmark for Aimsweb and above the NYS average for NYS Assessments will be converted to points to determine HEDI category. The target rating will be set at determine where the principal falls in the HEDI categories, and then the points from 0-15 will be applied.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to points with the target goal assigned to point 11. Principals who fall within the H range on the table will be deemed Highly Effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving target will be assigned to points with the target goal assigned to point 11. Principals who fall within the E range on the table will be deemed Effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	Using the example of the uploaded table, percentages of students achieving target will be assigned to points with the

grade/subject.

target goal assigned to point 11. Teachers who fall within the D range on the table will be deemed Developing.

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

Using the example of the uploaded table, percentages of students achieving target will be assigned to points with the target goal assigned to point 11. Teachers who fall within the I range on the table will be deemed Highly Ineffective.

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/5366/132074-qBFVOWF7fC/Microsoft Word - Sayville Public Schools Conversion Chart Samples.pdf

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

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

**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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4 year cohort rate from NYS Report Card

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.	Using the attached “Sayville Four Year Graduation Rate Percent to Points Conversion Chart”, points will be assigned in the HEDI category corresponding to the actual four-year graduation rate as reported in the NYS School Report Card. For example, if the four year graduation rate is 93%, the principal would receive 19/20 points in the Locally Selected component of his/her overall Composite Score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving graduation target will be converted to points. Principals who fall within the H range on the points table will be deemed Highly Effective.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving graduation target will be converted to points. Principals who fall within the E range on the points table will be deemed Effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving graduation target will be converted to points. Principals who fall within the D range on the points table will be deemed Developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the example of the uploaded table, percentages of students achieving graduation target will be converted to points. Principals who fall within the I range on the points table will be deemed Ineffective.

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/5366/132074-T8MIGWUVm1/Microsoft Word - HSLocal AssessmentGraduationRateConversionChart.pdf

### 8.3) Locally Developed Controls

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

In setting targets for SLO's and Local Assessments consideration will be given regarding students with disabilities, ELL students, students in poverty, and prior student academic history, and adjustments will be made to the targets while assuring these students are held to high standards of rigor and continued student growth.

### 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.

For principals with multiple locally selected measures, points will be allocated proportionally to calculate total points to determine the HEDI category.

### 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

8.5) Assurances   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
8.5) Assurances   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, July 09, 2014

## 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.

9.1) Principal Practice Rubric   Rubric	Marshall's Principal Evaluation Rubric
---	--

Second rubric (if applicable)	(No response)
-------------------------------	---------------

### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	40
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 20

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

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

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

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

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

The principal will first be rated according to the rubric. Rubric scores from 1-4 will be assigned to elements within each of the domains. A total average rubric score for the 6 domains in the Marshall Principal Evaluation Rubric will be obtained by adding the rubric scores from each domain to obtain a total and then dividing by 6. Referencing the uploaded Sayville Rubric Score to Points Conversion Chart, rubric scores will be converted to points from 0-60 . These rubric points will be calculated proportionally to count for two-thirds of the final Other Measures Score. The other one-third will be calculated from the Portfolio of Principal Artifacts which will be scored from 0-20 with either 0 or 1 point being assigned to each of the 20 artifacts within the portfolio. Thus a composite Other Measures Score will be obtained: 40 points from the rubric/20 points from the portfolio to determine the HEDI category. The HEDI ranges are: Highly Effective 59-60 / Effective 58-57 / Developing 50-56 / Ineffective 49-0.

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/5143/132083-pMADJ4gk6R/Rubric to 60 Point Conversion.pdf>

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

Highly Effective: Overall performance and results exceed standards.	As described previously, the Marshall Evaluation Rubric will be used to reflect 40 points based upon multiple observations. 20 points will be based upon Principal Artifact review . Using the uploaded conversion chart, NYSED guidelines and the ISLLC 2008 standards as reflected in the evaluation rubric, principals who score in the H range consistently demonstrate instructional practices and professionalism exceeding ISLLC 2008 Standards and would be deemed Highly Effective.
Effective: Overall performance and results meet standards.	As described previously, the Marshall Evaluation Rubric will be used to reflect 40 points based upon multiple observations. 20 points will be based upon Principal Artifact review . Using the uploaded conversion chart, NYSED guidelines and the ISLLC 2008 standards as reflected in

the evaluation rubric, principals who score in the E range consistently demonstrate instructional practices and professionalism exceeding ISLLC 2008 Standards and would be deemed Effective.

Developing: Overall performance and results need improvement in order to meet standards.

As described previously, the Marshall Evaluation Rubric will be used to reflect 40 points based upon multiple observations. 20 points will be based upon Principal Artifact review . Using the uploaded conversion chart, NYSED guidelines and the ISLLC 2008 standards as reflected in the evaluation rubric, principals who score in the D range consistently demonstrate instructional practices and professionalism exceeding ISLLC 2008 Standards and would be deemed Developing.

Ineffective: Overall performance and results do not meet standards.

As described previously, the Marshall Evaluation Rubric will be used to reflect 40 points based upon multiple observations. 20 points will be based upon Principal Artifact review . Using the uploaded conversion chart, NYSED guidelines and the ISLLC 2008 standards as reflected in the evaluation rubric, principals who score in the I range consistently demonstrate instructional practices and professionalism exceeding ISLLC 2008 Standards and would be deemed Ineffective.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60 points 3.5-4.0
Effective	57-58 points 2.5-3.4
Developing	50-56 points 1.5-2.4
Ineffective	0-49 points 1-1.4

## 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	10
By trained administrator	4
By trained independent evaluator	0
Enter Total	14

### Tenured Principals

By supervisor	10
By trained administrator	4
By trained independent evaluator	0
Enter Total	14

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, July 09, 2014

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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.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

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

Overall  
Composite Score

Highly Effective  
22-25  
14-15  
Ranges determined locally--see above  
91-100

Effective  
10-21  
8-13  
75-90

Developing  
3-9  
3-7  
65-74

Ineffective  
0-2  
0-2  
0-64

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Wednesday, July 09, 2014

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/139048-Df0w3Xx5v6/Microsoft Word - PIP Form..pdf](#)

### 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:

#### APPR – Evaluation Appeals for Administrators

1. Within fifteen business days of the receipt of the administrator's annual evaluation, the administrator may request a review by a district panel consisting of two Central Office representatives and two SASA representatives. The panel will have 15 business days to complete the review and make a recommendation to the Superintendent to either modify the Improvement Plan, set aside the rating, uphold the rating, call for a new rating, or recommend a new rating. This recommendation will be in writing to the Superintendent.

2. The administrator’s request for review must be in writing and shall articulate in detail the basis of the appeal. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. The evaluated administrator may only challenge the substance, rating, the adherence to the standards and methodologies required for such review, of the annual professional performance review and/or the school district’s issuance and/or implementation of the terms of the administrator or principal improvement plan. In any appeal, the administrator shall have the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which the Administrator seeks relief.

3. The determination of the Superintendent shall not be grievable, arbitrable, or reviewable in any other forum. However, failure of either party to abide by the above agreed upon process is subject to the grievance procedure.

4. A performance rating of “ineffective” or “developing” is the only rating that may be appealed unless the category becomes tied to compensation. Principals who receive a rating of “highly effective” or “effective” shall not be permitted to appeal. Tenured administrators may submit written rebuttals of an evaluation with these two determinations but may not appeal.

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

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

The Sayville Union Free School District will ensure that all lead evaluators/evaluators are properly trained and certified, as necessary, to complete an individual's performance review. Evaluator training conducted through ESBOCES and the NYS Council of School Superintendents as well as LEAF. Lead evaluator training will be conducted in accordance with the certification requirements per the Commissioner's regulations. The training will include the following:

- NYS Teaching Standards and ISLLC Standards
- Evidence-based observation
- Applications and Use of SGP and VA Growth Model Data
- Application and Use of Marshall Evaluation Rubric / Teacher Artifacts
- Application and Use of locally selected measures of student achievement
- Use of SIRS
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers of ELL and SWD

Ongoing collaborative sessions will be conducted throughout the year to build evaluator skills related to inter-rater reliability. Evaluators will receive training from ESBOCES, and NYS Council of School Superintendents, and LEAF to allow recertification annually.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 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 Tuesday, April 30, 2013

Updated Tuesday, July 22, 2014

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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. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

assets/survey-uploads/12158/1448378-3Uqgn5g9Iu/Expedited APPR application 2014.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.

# Sayville Public Schools Conversion Chart Samples

These charts serve as an example for point determination and HEDI category determination. Additional charts

Varying % in the 13 target column would be created using these as guides.

## 20 Point % to Score Conversion

Highly Effective			Effective										Developing					Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96%	95-91%	87%	86-83%	82-79%	78-75%	74-71%	70%	69%	68%	67%	66%	65-64%	63-62%	61-60%	59-58%	57-56%	55-54%	53-52%	51-46%	45-0%

Highly Effective			Effective										Developing					Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-98%	97-96%	95-92%	91-88%	87-84%	83-80%	79-76%	75%	74%	73%	72%	71%	70-68%	67-65%	64-62%	61-59%	58-57%	56-54%	53-52%	51-46%	45-0%

Highly Effective			Effective										Developing					Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97%	96-93%	92-89%	88-87%	86-85%	84-83%	82-81%	80%	79%	78%	77%	76%	75-74%	73-72%	71-70%	69-68%	67-66%	65-64%	63-57%	56-46%	45-0%

# Sayville Public Schools Conversion Chart Samples

## 15 Point % to Score Conversion

Highly Effective	Effective						Developing						Ineffective	
	14	13	12	11	10	8	7	6	5	4	3	2	1	0
100-88%	87-81%	80-76%	75-71%	70-68%	69-68%	67-66%	65-64%	63-62%	61-60%	59-57%	56-55%	54-45%	44-28%	27-0%

Highly Effective	Effective						Developing						Ineffective	
	14	13	12	11	10	8	7	6	5	4	3	2	1	0
100-90%	89-86%	85-81%	80-76%	75-73%	74-73%	72-70%	69-64%	63-62%	61-60%	59-57%	56-55%	54-45%	44-28%	27-0%

Highly Effective	Effective						Developing						Ineffective	
	14	13	12	11	10	8	7	6	5	4	3	2	1	0
100-91%	90-88%	87-84%	83-81%	80-78%	79-78%	77-76%	75-74%	73-72%	71-70%	69-65%	64-59%	58-45%	44-28%	27-0%

**Conversion Chart for State Provided Growth Scores**  
**This will be used when New York State moves to value added scores.**

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

# Sayville Public Schools HEDI Conversion Charts

20% local measures - Example Conversion Charts for Assessments Scored on 0-100 Scale

<b>Example 0-100 Point Scale Conversion Chart*</b>	
<b>Based on a 100 Point Scale</b>	<b>Converted to 1-4 Rating</b>
Ineffective	
0-14	1
15-27	1.1
28-40	1.2
41-53	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65-66	2.5
67-68	2.6
69-70	2.7
71-72	2.8
73-74	2.9
75-76	3
77-78	3.1
79-81	3.2
82-83	3.3
84	3.4
Highly Effective	
85-87	3.5
88-90	3.6
91-93	3.7
94-96	3.8
97-99	3.9
100	4

**\*Can be used with any assessment scored on a 100 point scale**

# Sayville Public Schools HEDI Conversion Charts

## 20% local measures - Example Conversion Charts 1-4 Rubric to Sub-Component Score

<b>Example 1-4 Rubric Conversion Scale</b>	
Based on a 1-4 Rubric Rating	20 Point Conversion
Ineffective	
1	0
1.1	1
1.2	1.5
1.3	2.0
1.4	2.5
Developing	
1.5	3
1.6	3.6
1.7	4.2
1.8	4.8
1.9	5.4
2	6
2.1	6.6
2.2	7.2
2.3	7.8
2.4	8.4
Effective	
2.5	9
2.6	9.9
2.7	10.8
2.8	11.7
2.9	12.6
3	13.5
3.1	14.4
3.2	15.3
3.3	16.2
3.4	17.1
Highly Effective	
3.5	18
3.6	18.4
3.7	18.8
3.8	19.2
3.9	19.6
4	20

# Sayville Public Schools HEDI Conversion Charts

## 15% local measures - Example Conversion Charts 1-4 Rubric to Sub-Component Score

<b>Example 1-4 Rubric Conversion Scale</b>	
Based on a 1-4 Rubric Rating	15 Point Conversion
Ineffective	
1	0
1.2	1
1.4	2
Developing	
1.5	3
1.7	4
2.0	5
2.2	6
2.4	7
Effective	
2.5	8
2.7	9
2.9	10
3.0	11
3.2	12
3.4	13
Highly Effective	
3.5	14
4	15

# Sayville Public Schools HEDI Conversion Charts

20% local measures - Example Conversion Charts for Assessments Scored on 0-100 Scale

<b>Example 0-100 Point Scale Conversion Chart*</b>	
<b>Based on a 100 Point Scale</b>	<b>Converted to 1-4 Rating</b>
<b>Ineffective</b>	
0-14	1
15-27	1.1
28-40	1.2
41-53	1.3
54	1.4
<b>Developing</b>	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
<b>Effective</b>	
65-66	2.5
67-68	2.6
69-70	2.7
71-72	2.8
73-74	2.9
75-76	3
77-78	3.1
79-81	3.2
82-83	3.3
84	3.4
<b>Highly Effective</b>	
85-87	3.5
88-90	3.6
91-93	3.7
94-96	3.8
97-99	3.9
100	4

**\*Can be used with any assessment scored on a 100 point scale**

# Sayville Public Schools HEDI Conversion Charts

## 20% local measures - Example Conversion Charts 1-4 Rubric to Sub-Component Score

<b>Example 1-4 Rubric Conversion Scale</b>	
Based on a 1-4 Rubric Rating	20 Point Conversion
Ineffective	
1	0
1.1	1
1.2	1.5
1.3	2.0
1.4	2.5
Developing	
1.5	3
1.6	3.6
1.7	4.2
1.8	4.8
1.9	5.4
2	6
2.1	6.6
2.2	7.2
2.3	7.8
2.4	8.4
Effective	
2.5	9
2.6	9.9
2.7	10.8
2.8	11.7
2.9	12.6
3	13.5
3.1	14.4
3.2	15.3
3.3	16.2
3.4	17.1
Highly Effective	
3.5	18
3.6	18.4
3.7	18.8
3.8	19.2
3.9	19.6
4	20

# Sayville Public Schools HEDI Conversion Charts

## 15% local measures - Example Conversion Charts 1-4 Rubric to Sub-Component Score

<b>Example 1-4 Rubric Conversion Scale</b>	
Based on a 1-4 Rubric Rating	15 Point Conversion
Ineffective	
1	0
1.2	1
1.4	2
Developing	
1.5	3
1.7	4
2.0	5
2.2	6
2.4	7
Effective	
2.5	8
2.7	9
2.9	10
3.0	11
3.2	12
3.4	13
Highly Effective	
3.5	14
4	15

# Sayville Public Schools Rubric to Point Conversion

## Rubric Score to Sub-Component Conversion Chart

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

# Sayville Public Schools Rubric to Point Conversion

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



## Sayville Public Schools Teacher Improvement Plan (TIP)

The sole purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as “developing” or “ineffective.” The evaluator and teacher will jointly determine the strategies to be undertaken to correct the deficiencies.

Teacher \_\_\_\_\_  
Grade/Subject \_\_\_\_\_  
Evaluator \_\_\_\_\_  
STA Representative \_\_\_\_\_  
Date \_\_\_\_\_

**List the area(s) needing improvement. If there are several, indicate the priority order for addressing them**

Priority	Area needing improvement	Performance goal

**Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating.**

**Describe the professional development opportunities, materials, resources and supports the District will make available.**

**Assignment of a mentor teacher**    **yes**                       **no**  
Name of Mentor \_\_\_\_\_

The teacher, evaluator, mentor (if applicable) and an Association representative (if requested by the teacher) shall meet \_\_\_\_\_ to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Evaluator’s Signature \_\_\_\_\_  
Date \_\_\_\_\_

Teacher’s Signature \_\_\_\_\_  
Date \_\_\_\_\_

**Sayville Public Schools  
Teacher Improvement Plan (TIP)**

<b>Meeting Dates</b>			
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Evaluator Comments Meeting Date \_\_\_\_\_

Teacher Comments

**Recommendation for Results of TIP**

- The teacher has met the performance goals identified through the TIP.
- The teacher has not met the performance goals.

**Sayville Public Schools  
Teacher Improvement Plan (TIP)**

**Next Steps**

Evaluator's Signature \_\_\_\_\_  
Date \_\_\_\_\_

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

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

# Sayville Public Schools Conversion Chart Samples

These charts serve as an example for point determination and HEDI category determination. Additional charts

Varying % in the 13 target column would be created using these as guides.

## 20 Point % to Score Conversion

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96%	95-91%	90-87%	86-83%	82-79%	78-75%	74-71%	70%	69%	68%	67%	66%	65-64%	63-62%	61-60%	59-58%	57-56%	55-54%	53-52%	51-46%	45-0%

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-98%	97-96%	95-92%	91-88%	87-84%	83-80%	79-76%	75%	74%	73%	72%	71%	70-68%	67-65%	64-62%	61-59%	58-57%	56-54%	53-52%	51-46%	45-0%

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97%	96-93%	92-89%	88-87%	86-85%	84-83%	82-81%	80%	79%	78%	77%	76%	75-74%	73-72%	71-70%	69-68%	67-66%	65-64%	63-57%	56-46%	45-0%

# Sayville Public Schools Conversion Chart Samples

## 15 Point % to Score Conversion

Highly Effective		Effective					Developing					Ineffective		
15	14	13	12	<u>11</u>	10	8	7	6	5	4	3	2	1	0
100-88%	87-81%	80-76%	75-71%	70%	69-68%	67-66%	65-64%	63-62%	61-60%	59-57%	56-55%	54-45%	44-28%	27-0%

Highly Effective		Effective					Developing					Ineffective		
15	14	13	12	<u>11</u>	10	8	7	6	5	4	3	2	1	0
100-90%	89-86%	85-81%	80-76%	75%	74-73%	72-70%	69-64%	63-62%	61-60%	59-57%	56-55%	54-45%	44-28%	27-0%

Highly Effective		Effective					Developing					Ineffective		
15	14	13	12	<u>11</u>	10	8	7	6	5	4	3	2	1	0
100-91%	90-88%	87-84%	83-81%	80%	79-78%	77-76%	75-74%	73-72%	71-70%	69-65%	64-59%	58-45%	44-28%	27-0%

# Sayville Public Schools Conversion Chart Samples

These charts serve as an example for point determination and HEDI category determination. Additional charts

Varying % in the 13 target column would be created using these as guides.

## 20 Point % to Score Conversion

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96%	95-91%	90-87%	86-83%	82-79%	78-75%	74-71%	70%	69%	68%	67%	66%	65-64%	63-62%	61-60%	59-58%	57-56%	55-54%	53-52%	51-46%	45-0%

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-98%	97-96%	95-92%	91-88%	87-84%	83-80%	79-76%	75%	74%	73%	72%	71%	70-68%	67-65%	64-62%	61-59%	58-57%	56-54%	53-52%	51-46%	45-0%

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97%	96-93%	92-89%	88-87%	86-85%	84-83%	82-81%	80%	79%	78%	77%	76%	75-74%	73-72%	71-70%	69-68%	67-66%	65-64%	63-57%	56-46%	45-0%

# Sayville Public Schools Conversion Chart Samples

## 15 Point % to Score Conversion

Highly Effective		Effective					Developing					Ineffective		
15	14	13	12	<u>11</u>	10	8	7	6	5	4	3	2	1	0
100-88%	87-81%	80-76%	75-71%	70%	69-68%	67-66%	65-64%	63-62%	61-60%	59-57%	56-55%	54-45%	44-28%	27-0%

Highly Effective		Effective					Developing					Ineffective		
15	14	13	12	<u>11</u>	10	8	7	6	5	4	3	2	1	0
100-90%	89-86%	85-81%	80-76%	75%	74-73%	72-70%	69-64%	63-62%	61-60%	59-57%	56-55%	54-45%	44-28%	27-0%

Highly Effective		Effective					Developing					Ineffective		
15	14	13	12	<u>11</u>	10	8	7	6	5	4	3	2	1	0
100-91%	90-88%	87-84%	83-81%	80%	79-78%	77-76%	75-74%	73-72%	71-70%	69-65%	64-59%	58-45%	44-28%	27-0%

# Sayville Four Year Graduation Rate Percent to Point Conversion Chart

This chart will be used to determine the point value for local assessments (0-20) for the principal of the high school as determined by the achievement on the **four** year graduation rate.

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96%	95-91%	90-89%	88%	87%	86%	85%	84%	83%	82%	81%	80% NYS benchmark	79-74%	73-68%	67-62%	61-58%	57-56%	55-54%	53-52%	51-46%	45-0%

# Sayville Public Schools Rubric to Point Conversion

## Rubric Score to Sub-Component Conversion Chart

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

# Sayville Public Schools Rubric to Point Conversion

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

## Sayville Public Schools Principal Improvement Plan (PIP)

The sole purpose of the PIP is the improvement of leadership practice. The goal is to provide resources and support for principals who have been rated as “developing” or “ineffective.” The evaluator and principal will jointly determine the strategies to be undertaken to correct the deficiencies.

Principal \_\_\_\_\_  
 School \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 SASA Representative \_\_\_\_\_  
 Date \_\_\_\_\_

**List the area(s) needing improvement. If there are several, indicate the priority order for addressing them**

Priority	Area needing improvement	Performance goal

**Describe the plan for improvement with specific, measurable objectives, timeline and process the principal must meet in order to achieve an effective rating.**

**Describe the professional development opportunities, materials, resources and supports the District will make available.**

**Assignment of a mentor administrator**     **yes**                       **no**

Name of Mentor \_\_\_\_\_

The principal, evaluator, mentor (if applicable) and an Association representative (if requested by the principal) shall meet \_\_\_\_\_ to assess the effectiveness and appropriateness of the PIP in assisting the principal to achieve the goals set forth in the PIP. Based on the outcome of this assessment, the PIP shall be modified accordingly.

Evaluator’s Signature \_\_\_\_\_

Date \_\_\_\_\_

Principal’s Signature \_\_\_\_\_

Date \_\_\_\_\_

# Sayville Public Schools Principal Improvement Plan (PIP)

<b>Meeting Dates</b>			
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Evaluator Comments

Meeting Date \_\_\_\_\_

Principal Comments

## Recommendation for Results of PIP

- The principal has met the performance goals identified through the PIP.
- The principal has not met the performance goals.

**Sayville Public Schools  
Principal Improvement Plan (PIP)**

**Next Steps**

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

Principal's signature does not constitute agreement but merely signifies he/she has examined and discussed the materials with the evaluator. Principals shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the appeals process.

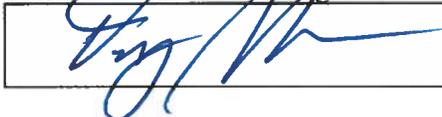
- Assure that the district or BOCES understands that the Department will only review, in an expedited fashion, the material changes described on this assurance form and that no other portion of the APPR plan will be reviewed as part of this material change request, by the Department for compliance with Education Law §3012-c.
- Assure that the district or BOCES will continue to fully implement the currently approved APPR plan and will not have collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent that would prevent, conflict, or interfere with full implementation of the APPR plan.
- 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 the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations.
- Assure that the district or BOCES understands that the use of an expedited material change does not preclude the Department from conducting annual monitoring regarding the implementation of the requested change or of its entire approved APPR plan pursuant to the regulations.
- Assure that any material change to the APPR plan relating to assessment use will align with the applicable HEDI description(s) and uploaded document(s) for the given Task.

**Signatures, Dates**

Superintendent Signature: Date:

 7/1/14

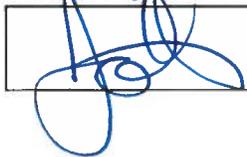
Teachers Union President Signature: Date:

 7/8/14

Administrative Union President Signature: Date:

 7/3/14

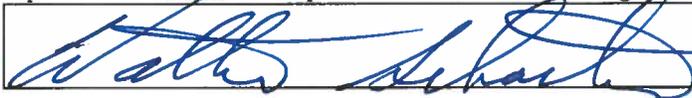
Board of Education President Signature: Date:

 7/1/14

**For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:**

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the superintendent, district superintendent or chancellor attest that for the 2014-15 school year and thereafter no more than one percent of total instructional time in each classroom or program of the district or BOCES is spent taking any locally determined traditional standardized assessments from the approved list or district, regional or BOCES developed assessments for purposes of Education Law § 3012-c. This shall not apply to assessments used for formative or diagnostic purposes.

Superintendent / District Superintendent / Chancellor Signature:    Date:

 7/8/14