



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

Commissioner of Education
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June 16, 2014

Revised

Scott Farina, Superintendent
Southampton Union Free School District
70 Leland Ave.
Southampton, NY 11968

Dear Superintendent Farina:

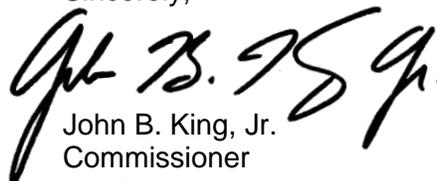
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dean T. Lucera

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, April 24, 2014

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 580906030000

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

580906030000

1.2) School District Name: SOUTHAMPTON UFSD

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

SOUTHAMPTON UFSD

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 BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, 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 2012-13 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 Tuesday, June 10, 2014

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STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects, 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: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment 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.

	ELA	Assessment
K	State-approved 3rd party assessment	AIMSweb
1	State-approved 3rd party assessment	AIMSweb
2	State-approved 3rd party assessment	AIMSweb

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	The SLOs for K-3 ELA will utilize AIMSweb as an approved 3rd party assessment. Using the results from the fall administration of the AIMSweb assessment, teachers will develop individual growth targets for the final spring AIMSweb assessment based upon the AIMSweb national norms for rate of improvement. For grade 3, individual growth targets will be set for the New York State ELA Assessment. The targets will be approved by the principal. The percentage of students meeting the growth target will be converted to a growth scale of 0-20. The scale is shown in 2.11-A. HEDI points will be allocated based upon the percentage of students meeting or exceeding their targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 90% or greater of his/her students meet the growth target. See scale at 2.11-A.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 58-89% of his/her students meet the growth target. See scale at 2.11-A.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 34-57% of his/her students meet the growth target. See scale at 2.11-A.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0-33% of his/her students meet the growth target. See scale at 2.11-A.

2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	The SLOs for K-3 Math will utilize AIMSweb as an approved 3rd party assessment. Using the results from the fall administration of the AIMSweb assessment, teachers will develop individual growth targets for the final spring AIMSweb assessment based upon the AIMSweb national norms for rate of improvement. For grade 3, individual growth targets will be set for the New York State Mathematics Assessment. The targets will be approved by the principal. The percentage of students meeting the growth target will be converted to a growth scale of 0-20. The scale is shown in 2.11-A. HEDI points will be allocated based upon the percentage of students meeting or exceeding their targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 90% or greater of his/her students meet the growth target. See scale at 2.11-A.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 58-89% of his/her students meet the growth target. See scale at 2.11-A.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 34-57% of his/her students meet the growth target. See scale at 2.11-A.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0-33% of his/her students meet the growth target. See scale at 2.11-A.

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	NYS 8th Grade Science Assessment
7	School- or BOCES-wide, group or team results based on State assessments	NYS 8th Grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	The SLO's for 6-8 grade Science will utilize the 8th grade NYS Science assessment. Using baseline data, the district has set a minimum rigor expectation for growth of 3 or higher. HEDI points will be assigned based on the percentage of students who meet or exceed this target. For Grades 6 and 7, HEDI points will be assigned based on the school-wide results of the assessment.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 93% or greater of students meet the school-wide growth target of 3. See scale at 2.11-B Science HEDI.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 67-92% of students meet the school-wide growth target of 3. See scale at 2.11-B Science HEDI.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 47-66% of students meet the school-wide growth target of 3. See scale at 2.11-B Science HEDI.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0-46% of students meet the school-wide growth target of 3. See scale at 2.11-B Science HEDI.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Long Island Council for the Social Studies Consortium Grade 6 Assessment
7	District, regional or BOCES-developed assessment	Long Island Council of the Social Studies Consortium Grade 7 Assessment
8	District, regional or BOCES-developed assessment	Long Island Council for the Social Studies Consortium Grade 8 Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	The SLOs for 6-8 grade Social Studies will utilize the Long Island Social Studies Consortium final Assessments. Teachers will use past performance on NYS ELA assessments to establish a baseline. Baseline will be used to set individual growth targets. The targets will be approved by the principal. The percentage of students meeting the growth target will be converted to a scale score of 0-20. The scale is shown in 2.11-A. HEDI points will be allocated based upon the percentage of students meeting or exceeding their targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 90% or greater of students meet the growth target. See scale at 2.11-A.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 58-89% of students meet the growth target. See scale at 2.11-A.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing 34-57% of students meet the growth target. See scale at 2.11-A.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0-33% of students meet the growth target. See scale at 2.11-A.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	Regents Assessment in Global History
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.	The SLOs for high school Social Studies Regents courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Individual growth targets will be set utilizing historical regional data based on NYS assessments in ELA and Global History in addition to individual historic data. Global I students will use the school-wide results of the Global Regents. This performance
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will be the baseline and will be compared to the Regents assessment score to determine individual student growth targets. The targets will be approved by the principal. HEDI points will be allocated based on percentage of students meeting or exceeding their individual targets. See scale at 2.11-A.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 90% or greater of students meet individual growth targets. See scale at 2.11-A.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 58-89% of students meet individual growth targets. See scale at 2.11-A.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing 34-57% of students meet individual growth targets. See scale at 2.11-A.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0-33% of students meet individual growth targets. See scale at 2.11-A.

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.	The SLOs for high school Science Regents courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Individual growth targets will be set utilizing historical regional data based on NYS assessments in Science in addition to individual historic data. This performance will be the baseline and will be compared to the Regents assessment score to determine growth. The targets will be approved by the principal. HEDI points will be allocated based on percentage of students meeting or exceeding individual growth targets. See scale at 2.11-A.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 90% or greater of students meet individual growth targets. See scale at 2.11-A.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 58-89% of students meet individual growth targets. See scale at 2.11-A.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing 34-57% of students meet individual growth targets. See scale at 2.11-A.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0-33% of students meet individual growth targets. See scale at 2.11-A.

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, 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.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school Mathematics Regents courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Individual growth targets will be set by utilizing historical regional data based on NYS assessments in Mathematics in addition to individual historic data. This performance will be the baseline and will be compared to the Regents assessment score to determine growth. The targets will be approved by the principal. HEDI points will be allocated based on percentage of students meeting or exceeding individual growth targets. For Algebra 1, the NYS Integrated Algebra Regents Assessment will be used in addition to the Regents Common Core Assessments. Teachers will utilize the higher of the two scores for APPR purposes. See scale at 2.11-A.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 90% or greater of students meet individual growth targets. See scale at 2.11-A.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 58-89% of students meet individual growth targets. See scale at 2.11-A.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 34-57% of students meet individual growth targets. See scale at 2.11-A.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0-33% of students meet individual growth targets. See scale at 2.11-A.

2.9) High School English Language Arts

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

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

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

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	The SLOs for high school English Regents courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Individual growth targets will be set by utilizing historical regional data based on NYS assessments in English in addition to individual historic data. This performance will be the baseline and will be compared to the Regents assessment score to determine growth. The targets will be approved by the principal. HEDI points will be allocated based on percentage of students meeting or exceeding individual growth targets. English 9-10 teachers will use the school-wide results of the NYS English Regents scores. For English 11, the NYS Comprehensive English Assessment will be used in addition to the Regents Common Core English Assessments. Teachers will utilize the higher of the two scores for APPR purposes. See scale at 2.11-A.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 90% or greater of students meet individual growth targets. See scale at 2.11-A.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 58-89% of students meet individual growth targets. See scale at 2.11-A.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 34-57% of students meet individual growth targets. See scale at 2.11-A.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0-33% of students meet individual growth targets. See scale at 2.11-A.

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
All other courses not named above in grades 9-12	School/BOCES-wide/group/team results based on State	NYS Integrated and Common Core Algebra Regents and Comprehensive and Common Core English Regents assessments.
All courses not named above in grades 5-8	School/BOCES-wide/group/team results based on State	NYS ELA and Math assessments for grades 5-8.

All courses not named above in grades K-4	School/BOCES-wide/group/team results based on State	NYS ELA and Math assessments for grade 4.
Grade 4 Science	State Assessment	NYS Grade 4 Science Assessment
ESL K-12	State Assessment	NYSESLAT Assessment

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	For Grade 4 Science and all ESL courses, using baseline data, teachers and principals will set individual growth targets. HEDI points will be assigned based on the percentage of students who meet or exceed their target. For all other K-4, 5-8, and 9-12 teachers, HEDI points will be assigned based on the building-wide State-provided growth score. See 2.11 A and C.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if the school wide growth score is between 18-20. For all courses referenced above not using the state provided score, a teacher will be rated highly effective if 90% or above meet their targets. See 2.11 A and C.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if the school-wide growth score is between 9-17. For all courses referenced above not using the state provided score, a teacher will be rated effective if 58%-89% of students meet their targets. See 2.11 A and C.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if the school-wide growth score is between 3-8. For all courses referenced above not using the state provided score, a teacher will be rated developing if 34%-57% of students meet their targets. See 2.11 A and C.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be ineffective if the school-wide growth score is between 0-2. For all courses referenced above not using the state provided score, a teacher will be rated ineffective if 0%-33% of students meet their targets. See 2.11 A and C.

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/12186/1053711-TXEttx9bQW/2 11-A 2 11-B 2 11 C.docx

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.

There are no adjustments to be considered at this time.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, June 10, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. 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 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in

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

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

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

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

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

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

3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the 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	6(ii) School wide measure computed locally	AIMSweb
5	6(ii) School wide measure computed locally	AIMSweb
6	6(ii) School wide measure computed locally	AIMSweb
7	6(ii) School wide measure computed locally	AIMSweb
8	6(ii) School wide measure computed locally	AIMSweb

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The 4-8 teachers, in collaboration with the principal will establish proficiency benchmarks using AIMSweb data. All proficiency targets will be approved by the District. This benchmark is the percentage of students on each grade level scoring above the fiftieth percentile on AIMSweb national norms. A three step process will be used. 1. A preliminary percentage data point will be determined in the fall by looking at the overall percentage of students who meet or exceed proficiency benchmarks on the assessments listed above. 2. Once these preliminary data points are established, they will be compared to the final proficiency performance using
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AIMSweb assessment data.
 3. The percentage of students meeting or exceeding the proficiency benchmark on each probe will determine a corresponding HEDI score. The HEDI scores will be averaged for a teacher's final HEDI score.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the average of the proficiency HEDI's fall in the 14-15 range. See proficiency HEDI's and final HEDI at 3.3-A-3.4-B uploaded in 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the average of the proficiency HEDI's falls in the 8 to 13 range. See proficiency HEDI's and final HEDI at 3.3-A-3.4-uploaded in 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the average of the proficiency HEDI's falls in the 3 to 7 range. See proficiency HEDI's and final HEDI at 3.3-A-3.4-B uploaded in 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the average of the proficiency HEDI's falls in the 0 to 2 range. See proficiency HEDI's and final HEDI at 3.3-A-3.4-B uploaded in 3.3.

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	6(ii) School wide measure computed locally	AIMSweb
5	6(ii) School wide measure computed locally	AIMSweb
6	6(ii) School wide measure computed locally	AIMSweb
7	6(ii) School wide measure computed locally	AIMSweb
8	6(ii) School wide measure computed locally	AIMSweb

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.	<p>The 4-8 teachers, in collaboration with the principal will establish proficiency benchmarks using AIMSweb data. All proficiency targets will be approved by the District. This benchmark is the percentage of students on each grade level scoring above the fiftieth percentile on AIMSweb national norms. A three step process will be used. 1. A preliminary percentage data point will be determined in the fall by looking at the overall percentage of students who meet or exceed proficiency benchmarks on the assessments listed above.</p> <p>2. Once these preliminary data points are established, they will be compared to the final proficiency performance using AIMSweb assessment data.</p> <p>3. The percentage of students meeting or exceeding the proficiency benchmark on each probe will determine a corresponding HEDI score. The HEDI scores will be averaged</p>
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for a teacher's final HEDI score.

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

A teacher will be rated highly effective if the average of the proficiency HEDI's fall in the 14-15 range. See proficiency HEDI's and final HEDI at 3.3-A-3.4-B uploaded in 3.3.

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

A teacher will be rated effective if the average of the proficiency HEDI's fall in the 8 to 13 range. See proficiency HEDI's and final HEDI at 3.3-A-3.4-B uploaded in 3.3.

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

A teacher will be rated developing if the average of the proficiency HEDI's fall in the 3 to 7 range. See proficiency HEDI's and final HEDI at 3.3-A-3.4-B uploaded in 3.3.

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

A teacher will be rated ineffective if the average of the proficiency HEDI's fall in the is 0 to 2 range. See proficiency HEDI's and final HEDI at 3.3-A-3.4-B uploaded in 3.3.

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

6) A school-wide measure of either student growth or achievement based on either:

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the 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
K	6(ii) School-wide measure computed locally	AIMSweb
1	6(ii) School-wide measure computed locally	AIMSweb
2	6(ii) School-wide measure computed locally	AIMSweb
3	6(ii) School-wide measure computed locally	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.	The K-3 teachers, in collaboration with the principal will establish proficiency benchmarks using AIMSweb. All proficiency targets will be approved by the District. This benchmark is the percentage of students on each grade level scoring above the fiftieth percentile on AIMSweb national norms. A three step process will be used. 1. A preliminary percentage data point will be determined in the fall by looking at the overall percentage of students who meet or exceed proficiency benchmarks on the assessments listed above. 2. Once these preliminary data points are established, they will be compared to the final proficiency performance using AIMSweb assessment data. 3. The percentage of students meeting or exceeding the proficiency benchmark on each probe will determine a corresponding HEDI score. The HEDI scores will be averaged for a teacher's final HEDI score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the average of the proficiency HEDI's fall in the 18-20 range. See proficiency HEDI's and final HEDI at 3.3-A-3.4-B uploaded in 3.3.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the average of the proficiency HEDI's fall in the 9-17 range. See proficiency HEDI's and final HEDI at 3.3-A-3.4-B uploaded in 3.3.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	A teacher will be rated developing if the average of the proficiency HEDI's fall in the 3 to 8 range. See proficiency

grade/subject.	HEDI's and final HEDI at 3.3-A-3.4-B uploaded in 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the average of the proficiency HEDI's fall in the 0-2 range. See proficiency HEDI's and final HEDI at 3.3-A-3.4-B uploaded in 3.3.

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.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	AIMSweb
1	6(ii) School-wide measure computed locally	AIMSweb
2	6(ii) School-wide measure computed locally	AIMSweb
3	6(ii) School-wide measure computed locally	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.	The K-3 teachers, in collaboration with the principal will establish proficiency benchmarks using AIMSweb data. All proficiency targets will be approved by the District. This benchmark is the percentage of students on each grade level scoring above the fiftieth percentile on AIMSweb national norms. A three step process will be used. 1. A preliminary percentage data point will be determined in the fall by looking at the overall percentage of students who meet or exceed proficiency benchmarks on the assessments listed above. 2. Once these preliminary data points are established, they will be compared to the final proficiency performance using AIMSweb assessment data. 3. The percentage of students meeting or exceeding the proficiency benchmark on each probe will determine a corresponding HEDI score. The HEDI scores will be averaged for a teacher's final HEDI score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the average of the proficiency HEDI's fall in the 18-20 range. See proficiency HEDI's and final HEDI at 3.3-A-3.4-B uploaded in 3.3.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the average of the proficiency HEDI's fall in the 9-17 range. See proficiency HEDI's and final HEDI at 3.3-A-3.4-B uploaded in 3.3.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the average of the proficiency HEDI's fall in the 3-8 range. See proficiency HEDI's and final HEDI at 3.3-A-3.4-B uploaded in 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the average of the proficiency HEDI's fall in the 0-2 range. See proficiency HEDI's and final HEDI at 3.3-A-3.4-B uploaded in 3.3.

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	6(ii) School wide measure computed locally	AIMSweb
7	6(ii) School wide measure computed locally	AIMSweb
8	6(ii) School wide measure computed locally	AIMSweb

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The 6-8 teachers, in collaboration with the principals, will establish proficiency benchmarks using AIMSweb data in ELA and Math. All proficiency targets will be approved by the District. This benchmark is the percentage of students on each grade level scoring above the fiftieth percentile on AIMSweb national norms. A three step process will be used. 1. A preliminary percentage data point will be determined in the fall by looking at the overall percentage of students who meet or exceed proficiency benchmarks on the assessments listed above. 2. Once this preliminary data point is established, it will be compared to the final proficiency performance using AIMSweb assessment data. 3. The percentage of students meeting or exceeding the proficiency benchmark on each probe will determine a corresponding HEDI score. The HEDI scores will be averaged for a teacher's final HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the average of the proficiency HEDI's fall in the 18-20 range. See proficiency HEDI's and final HEDI at 3.12-A uploaded in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the average of the proficiency HEDI's fall in the 9-17 range. See proficiency HEDI's and final HEDI at 3.12-A uploaded in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the average of the proficiency HEDI's fall in the 3-8 range. See proficiency HEDI's and final HEDI at 3.12-A uploaded in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the average of the proficiency HEDI's fall in the 0-2 range. See proficiency HEDI's and final HEDI at 3.12-A uploaded in 3.13.

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	6(ii) School wide measure computed locally	AIMSweb
7	6(ii) School wide measure computed locally	AIMSweb
8	6(ii) School wide measure computed locally	AIMSweb

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.

<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>The 6-8 teachers, in collaboration with the principals, will establish proficiency benchmarks using AIMSweb data in ELA and Math. All proficiency targets will be approved by the District. This benchmark is the percentage of students on each grade level scoring above the fiftieth percentile on AIMSweb national norms. A three step process will be used. 1. A preliminary percentage data point will be determined in the fall by looking at the overall percentage of students who meet or exceed proficiency benchmarks on the assessments listed above. 2. Once this preliminary data point is established, it will be compared to the final proficiency performance using AIMSweb assessment data. 3. The percentage of students meeting or exceeding the proficiency benchmark on each probe will determine a corresponding HEDI score. The HEDI scores will be averaged for a teacher's final HEDI score.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated highly effective if the average of the proficiency HEDI's fall in the 18-20 range. See proficiency HEDI's and final HEDI at 3.12-A uploaded in 3.13.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated effective if the average of the proficiency HEDI's fall in the 9-17 range. See proficiency HEDI's and final HEDI at 3.12-A uploaded in 3.13.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>in the 3-8 range. See proficiencyA teacher will be rated developing if the average of the proficiency HEDI's fall. See proficiency HEDI's and final HEDI at 3.12-A uploaded in 3.13.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated ineffective if the average of the proficiency HEDI's fall in the 0-2 range. See proficiency HEDI's and final HEDI at 3.12-A uploaded in 3.13.</p>

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
Global 1	6(ii) School wide measure computed locally	Southampton USFD grade level developed academic vocabulary assessment.
Global 2	6(ii) School wide measure computed locally	Southampton USFD grade level developed academic vocabulary assessment.
American History	6(ii) School wide measure computed locally	Southampton USFD grade level developed academic vocabulary assessment.

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

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

<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>The assessments will be rigorous and valid. The same assessment will be used in all classes on each grade level. This benchmark is the percentage of students on each grade level scoring at or above the 50th percentile on the locally developed academic vocabulary assessment. All proficiency targets will be approved by the principal. A three step process will be used. 1. A preliminary percentage data point will be determined by looking at the overall percentage of students who meet or exceed proficiency benchmarks on the assessments listed above. 2. Once this preliminary data point is established, it will be compared to the final proficiency performance on the assessment. 3. The increase of percentage of students meeting or exceeding the proficiency benchmark will determine the corresponding HEDI score. Teachers can achieve all scale points from 0 -20. See tab 3.8-A in chart 3.12-A uploaded in 3.13.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated highly effective if grade level proficiency increases by 21% or more. See tab 3.8-A in chart 3.12-A uploaded in 3.13.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated effective if grade level proficiency increases by 12-20%. See tab 3.8-A in chart 3.12-A uploaded in 3.13.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated developing if grade level proficiency increases by 6-11%. See tab 3.8-A in chart 3.12-A uploaded in 3.13.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated ineffective if grade level proficiency increases by 5% or less. See tab 3.8-A in chart 3.12-A uploaded in 3.13.</p>

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	6(ii) School wide measure computed locally	Southampton UFSD grade level developed academic vocabulary assessment
Earth Science	6(ii) School wide measure computed locally	Southampton USFD grade level developed academic vocabulary assessment
Chemistry	6(ii) School wide measure computed locally	Southampton USFD grade level developed academic vocabulary assessment
Physics	6(ii) School wide measure computed locally	Southampton USFD grade level developed academic vocabulary assessment

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

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

<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>The assessments will be rigorous and valid. The same assessment will be used in all classes on each grade level. This benchmark is the percentage of students on each grade level scoring at or above the 50th percentile on the locally developed academic vocabulary assessment. All proficiency targets will be approved by the principal. A three step process will be used. 1. A preliminary percentage data point will be determined by looking at the overall percentage of students who meet or exceed proficiency benchmarks on the assessments listed above. 2. Once this preliminary data point is established, it will be compared to the final proficiency performance on the assessment. 3. The increase of percentage of students meeting or exceeding the proficiency benchmark will determine the corresponding HEDI score. Teachers can achieve all scale points from 0 -20. See tab 3.8-A in chart 3.12-A uploaded in 3.13.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated highly effective if grade level proficiency increases by 21% or more. See tab 3.8-A in chart 3.12-A uploaded in 3.13.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated developing if grade level proficiency increases by 6-11%. See tab 3.8-A in chart 3.12-A uploaded in 3.13.</p>
<p>Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated effective if grade level proficiency increases by 12-20%. See tab 3.8-A in chart 3.12-A uploaded in 3.13.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated ineffective if grade level proficiency increases by 5% or less. See tab 3.8-A in chart 3.12-A uploaded in 3.13.</p>

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	6(ii) School wide measure computed locally	Southampton USFD grade level developed academic vocabulary assessment.
Geometry	6(ii) School wide measure computed locally	Southampton USFD grade level developed academic vocabulary assessment.
Algebra 2	6(ii) School wide measure computed locally	Southampton USFD grade level developed academic vocabulary assessment.

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

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

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

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>The assessments will be rigorous and valid. The same assessment will be used in all classes on each grade level. This benchmark is the percentage of students on each grade level scoring at or above the 50th percentile on the locally developed academic vocabulary assessment. All proficiency targets will be approved by the principal. A three step process will be used. 1. A preliminary percentage data point will be determined by looking at the overall percentage of students who meet or exceed proficiency benchmarks on the assessments listed above. 2. Once this preliminary data point is established, it will be compared to the final proficiency performance on the assessment. 3. The increase of percentage of students meeting or exceeding the proficiency benchmark will determine the corresponding HEDI score. Teachers can achieve all scale points from 0 -20. See tab 3.8-A in chart 3.12-A uploaded in 3.13.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated highly effective if grade level proficiency increases by 21% or more. See tab 3.8-A in chart 3.12-A uploaded in 3.13.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated effective if grade level proficiency increases by 12-20%. See tab 3.8-A in chart 3.12-A uploaded in 3.13.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated developing if grade level proficiency increases by 6-11%. See tab 3.8-A in chart 3.12-A uploaded in 3.13.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated ineffective if grade level proficiency increases by 5% or less. See tab 3.8-A in chart 3.12-A uploaded in 3.13.</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	6(ii) School wide measure computed locally	Southampton USFD grade level developed academic vocabulary assessment.
Grade 10 ELA	6(ii) School wide measure computed locally	Southampton USFD grade level developed academic vocabulary assessment.
Grade 11 ELA	6(ii) School wide measure computed locally	Southampton USFD grade level developed academic vocabulary assessment.

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

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

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>The assessments will be rigorous and valid. The same assessment will be used in all classes on each grade level. This benchmark is the percentage of students on each grade level scoring at or above the 50th percentile on the locally developed academic vocabulary assessment. All proficiency targets will be approved by the principal. A three step process will be used. 1. A preliminary percentage data point will be determined by looking at the overall percentage of students who meet or exceed proficiency benchmarks on the assessments listed above. 2. Once this preliminary data point is established, it will be compared to the final proficiency performance on the assessment. 3. The increase of percentage of students meeting or exceeding the proficiency benchmark will determine the corresponding HEDI score. Teachers can achieve all scale points from 0 -20. See tab 3.8-A in chart 3.12-A uploaded in 3.13.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated highly effective if grade level proficiency increases by 21% or more. See tab 3.8-A in chart 3.12-A uploaded in 3.13.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated effective if grade level proficiency increases by 12-20%. See tab 3.8-A in chart 3.12-A uploaded in 3.13.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated developing if grade level proficiency increases by 6-11%. See tab 3.8-A in chart 3.12-A uploaded in 3.13.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated ineffective if grade level proficiency increases by 5% or less. See tab 3.8-A in chart 3.12-A uploaded in 3.13.</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.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other courses not named above in grades 9-12	6(ii) School wide measure computed locally	Southampton UFSD developed Academic Vocabulary Assessment for grades 9-12
Courses not named above in grades 5-8	6(ii) School wide measure computed locally	AIMSweb
Courses not named above in K-4	6(ii) School wide measure computed locally	AIMSweb

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The assessments will be rigorous and valid. The same assessment will be used in all classes on each grade level. The K-8 teachers, in collaboration with the principals, will establish proficiency benchmarks using AIMSweb data in ELA and/or Math. All proficiency targets will be approved by the principal and the District. This benchmark is the percentage of students on each grade level scoring above the fiftieth percentile on AIMSweb national norms. A three step process will be used. 1. A preliminary percentage data point will be determined by looking at the overall percentage of students who meet or exceed proficiency benchmarks on the assessments listed above. 2. Once this preliminary data point is established, it will be compared to the final proficiency performance using AIMSweb assessment data. 3. The percentage of students meeting or exceeding the proficiency benchmark will determine the corresponding HEDI score. Teachers can achieve all scale points from 0 -20. See 3.12-A.</p> <p>For grades 9-12, the same assessment will be used in all classes on each grade level. This benchmark is the percentage of students on each grade level scoring at or above the 50th percentile on the locally developed academic vocabulary assessment. All targets will be approved by the principal. A three step process will be used. 1. A preliminary percentage data point will be determined by looking at the overall percentage of students who meet or exceed proficiency benchmarks on the assessments listed above. 2. Once this preliminary data point is established, it will be compared to the final proficiency performance on the assessment. 3. The percentage of students meeting or exceeding the proficiency benchmark will determine the corresponding HEDI score. Teachers can achieve all scale points from 0 -20. See 3.12-A uploaded in 3.13 for all grade levels.</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>Grades 9-12 teachers will be rated highly effective if the grade level proficiency targets for 18-20 are met: an increase of 21% or greater. Grades K-8 teachers will be rated highly effective if the average of the proficiency HEDI's fall in the 18-20 range. See 3.12-A uploaded in 3.13 for all grade levels.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grades 9-12 teachers will be rated effective if the grade level proficiency targets for 9-17 are met: an increase of 12-20%. Grades K-8 teachers will be rated effective if the average of the proficiency HEDI's fall in the 9-17 range. See 3.12-A uploaded in 3.13 for all grade levels.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grades 9-12 teachers will be rated developing if the grade level proficiency targets for 3-8 are met: an increase of 6-11%. Grades K-8 teachers will be rated developing if the average of the proficiency HEDI's fall in the 3-8 range. See 3.12-A uploaded in 3.13 for all grade levels.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for</p>	<p>Grades 9-12 teachers will be rated ineffective if the grade level proficiency targets for 0-2 are met: an increase of 0-5%. Grades</p>

grade/subject.

K-8 teachers will be rated ineffective if the average of the proficiency HEDI's fall in the 0-2 range. See 3.12-A uploaded in 3.13 for all grade levels.

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/12149/1053712-y92vNseFa4/Copy of 60993111-3 12-A_3_6_10_14 (2).xlsx

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.

There are no other special considerations to be submitted at this time.

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers with more than one locally selected measure will be given a HEDI score based upon an average of all measures. Normal rounding rules will apply.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked

3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, May 28, 2014

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4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching
---------------------------------------	------------------------------------

Second Rubric, if applicable	Not Applicable
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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]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, 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 District will use the Danielson 2007 Rubric for tenured and non-tenured teachers. Non-tenured teachers will earn up to 60 points based on four observations. Three formal observations worth 15 points each will assess all four domains. One unannounced observation worth 15 points will provide greater emphasis on Domain 2-Classroom Environment.

Tenured teachers will be assigned up to 60 points addressing all four domains of the Danielson 2007 Framework. The evaluation will consist of four events. The first event is worth up to 16.42 points and includes a pre-observation conference that emphasizes Domain One: Planning and Preparation. The second event consists of an informal observation worth 12.315 points with a focus on Domain Two: Classroom Environment. The Formal observation is the third event and focuses on Domain Three: Instruction for a point value of 14.778 points. Last, a summative conference will focus on Domain Four: Professional Responsibilities and is worth up to 16.42 points. Decimals greater than .05 will round up to the next 10th. Teachers' HEDI ratings will not change as a result of rounding. For each part of the process, all component parts of the rubric that are observed will be rated but not scored. Those ratings will be used to provide feedback. If a teacher earns an ineffective in all components of a domain, the score for that domain will be zero.

For component 4F, the integrity and ethical conduct indicator will be rated according to the HEDI categories. The teacher will earn either the maximum available points for highly effective performance or the minimum available points for ineffective performance.

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/12179/1053713-eka9yMJ855/2013-14 Tenured and Non-Tenured Tally Points for formal and informal Task 4_1.xlsx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A rating of highly effective is achieved by demonstrating exemplary performance in all four domains and earning an overall score of 59-60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	A rating of effective is achieved by demonstrating strong performance in all four domains and earning an overall score of 57-58 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A rating of developing is achieved by demonstrating a need for improvement in all four domains and earning an overall score of 50-56 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A rating of ineffective is identified by poor performance in all four domains and earning an overall score of 0-49 points.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	3
Informal/Short	1
Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	3
Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of 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 Thursday, May 01, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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 Tuesday, May 20, 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/12193/1053715-Df0w3Xx5v6/Teacher Improvement Plan Form_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:

IV. TEACHER IMPROVEMENT PLANS AND THE APPEAL PROCESS - All steps of this process will be handled in a timely and expeditious manner in compliance with Education Law 3012-c.

A. The District will ensure that teachers receive timely and constructive feedback as part of the evaluation process through the use of pre and post-observation conferences and by providing the annual evaluation prior to the end of a school year, to the extent possible.

B. The process by which the DISTRICT will address the performance of teachers whose performance is evaluated as needing an improvement plan.

1. The Teacher Improvement Plan (TIP) is designed to provide support for teachers whose annual composite score has, in conformity with all observation and evaluation procedures agreed upon in the Annual Professional Performance Review plan, identified them as developing or ineffective.

2. The parties to this Annual Professional Performance Review plan understand that the sole and exclusive purpose of a TIP is the improvement of teaching practice.

a. In compliance with this Article, the teacher will be required to participate in a Teacher Improvement Plan.

b. In those cases where the need for performance improvement has been identified through the observation and evaluation procedures agreed upon in the Annual Professional Performance Review plan, a Teacher Improvement Plan will be designed in order to address specific performance concerns.

c. The Teacher Improvement Plan will be designed by the principal, in collaboration with the teacher and a Southampton Teachers' Association representative. The principal will convene a conference with the teacher and the Association representative within five (5) business days from the first day of school in the year following the rendering of an annual composite score of developing or ineffective. The sole purpose of this conference will be to develop a Teacher Improvement Plan. Once the Plan is documented, the Plan will be signed by the teacher and the Association President for the sole purpose of memorializing receipt thereof.

d. The Teacher Improvement Plan must be implemented within ten (10) business days following the opening of classes for the school year.

e. A copy of the Teacher Improvement will be provided to the President of the Southampton Teachers' Association within five (5) business days of its completion.

f. The Teacher Improvement Plan will include the following:

- Specifically delineated goals that identify specific areas that are considered to be developing or ineffective based upon the Danielson Rubric.
- Identification and approval of required activities and professional development opportunities to assist the teacher in achieving the stated goals.
- Specifically stated measurement for each cited goal.
- Assignment of a mentor and access to a peer coach.
- Specifically delineated criteria for measuring the teacher's progress. This will include the number of additional observations (beyond the number required under the Other Measures of Teacher Effectiveness component), if any, which may be required. If additional observations are required, at least one will be conducted by an administrator other than the principal who authored the Teacher Improvement Plan.
- A timeline for implementing, evaluating and conducting the Teacher Improvement Plan.

3. To the extent the District requires the teacher undertake, as part of a Teacher Improvement Plan, an activity which has a cost, such as a workshop or conference, the District will pay the cost.

C. The process by which the DISTRICT will handle appeals of a teacher's annual professional performance review.

1. An appeal of a teacher's evaluation which has resulted in a rating of "ineffective" or "developing" shall be submitted to the Superintendent of Schools within five (5) school days of the receipt of such evaluation, shall be in writing, and shall set forth in detail the basis for the appeal. Appeals shall be limited to:

a. the substance of the Annual Professional Performance Review;

b. the district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law Section 3012(c) and applicable rules and regulations;

c. the district's failure to comply with the Regulations of the Commissioner and/or any applicable locally negotiated procedures;

d. the district's failure to issue and/or implement the terms of the Teacher Improvement Plan (T.I.P.), where applicable, as required under Education Law Section 3012(c).

2. Within five (5) business days of receipt of the appeal, the Superintendent of Schools or his/her designee shall forward the appeal to an A.P.P.R. Fact Finding Committee. The fact finding committee shall:

a. operate with the sole purpose of determining that the following aspects of the evaluation procedures have been systematically adhered to:

- the procedures associated with the observation component of the review, including the timing of observations, the requirements of pre-observation conferences, and the timing of post-observation conferences, including those aspects of the procedures which are the obligation of the teacher
- the procedures associated with Teacher Improvements Plans
- The process by which points are to be assigned in connection with other measures of teacher effectiveness

b. consist of one administrator chosen by the district (who will be someone other than the administrator who completed the evaluation), and two individuals chosen by the Southampton Teachers' Association.

3. Upon the receipt of the appeal from the Superintendent of Schools, the fact finding committee will render an opinion within three (3) business days. This opinion will be sent to the Superintendent of Schools.

4. See Appendix 6.3.

5. After review by the Fact Finding Committee, the Superintendent of Schools shall, within three (3) business days render a written determination with respect to the appeal. The determination of the Superintendent of Schools shall be final and not subject to grievance, arbitration or any other claim. In the event that the Superintendent of Schools was an evaluator of the teacher appealing the rating, a designee, that is mutually agreed upon by the Southampton Teachers' Association, will hear the appeal.

6. The time frame referred to herein may be modified by mutual agreement of the parties but will be timely and expeditious and in compliance with Education Law 3012-c.

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 principals will serve as lead evaluators for teachers in the Southampton School District. The District has selected and received agreement to utilize the Danielson 2007, Framework for Teaching Rubric. As lead evaluators, principals will continue to participate in ongoing training that is offered by the District, Peconic Teacher Center, NYSED, and/or BOCES. A minimum of 2 full-day sessions will target the 9 key elements that are required for the certification as a lead evaluator. The District provides professional development to all evaluators at its bi-weekly administrative meetings and at several training sessions throughout the year.

The Superintendent and Assistant Superintendent for Instruction attend training provided by the State Education Department, Peconic Teacher's Center and BOCES. They then serve as the district's turn-key trainers and provides that training to the principals and other administrators.

In order to enhance and ensure inter-rater reliability, the district conducts a minimum of 2 full days of professional development for all principals and district administrators through which the Danielson 2007 rubric is analyzed and applied to teaching scenarios. Each principal and administrator watches a video showing a classroom lesson and gathers evidence. At the end of the video, the evidence is evaluated using the rubric. Then the principals and administrators compare the evidence each gathered and their evaluation using the rubric. The discussion focuses on similarities and differences to teach everyone to gather appropriate evidence and apply the rubric accurately and consistently.

As part of their ongoing training, the Superintendent and Assistant Superintendent for Instruction and the principals will conduct classroom visits using Danielson 2007 Rubric and will compare the evidence that was collected from each visitation and the alignment to the rubric. This data will be used to determine inter-rater reliability and to provide evidence to the Superintendent and Assistant Superintendent for Instruction that the principal has met the qualifications for lead evaluator.

Each principal will conduct group walk-throughs and classroom observations with building level administrators participating in the evaluation of teachers so that each observes the same classroom instruction, gathers evidence during the lesson and uses the rubric to

evaluate the evidence. The group will compare their evaluations and discuss differences leading to a fuller understanding of the rubric and its application. The principal will ensure that each building level administrator is able to gather appropriate evidence and apply the rubric accurately and consistently. The Superintendent and Assistant Superintendent for Instruction will also conduct a walk-through with each building level administrator to evaluate his/her success at gathering evidence and applying the rubric. This data will also be used to ensure inter-rater reliability at the building level.

The evidence of all the training will be presented to the Board of Education annually. They will certify that each principal is highly qualified to be the lead evaluator for the teachers' evaluations. The Board will re-certify the lead evaluators each school year after reviewing the ongoing training they have received.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
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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)

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Updated Wednesday, May 28, 2014

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

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

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

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):

5-8 (Southampton Intermediate School)

9-12 (Southampton High School)

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 3rd 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.

School or Program Type	SLO with Assessment Option	Name of the Assessment
Pre-K-4	State assessment	NYS Grade 3 and 4 ELA and Math Assessments
Pre-K-4	State-approved 3rd party assessment	AIMSweb, ELA and Math Assessments

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.

The SLOs for K-2 ELA and Math will utilize AIMSweb as an approved 3rd party assessment. Using the results from the fall administration of the AIMSweb assessment, teachers, in collaboration with principals, will develop individual growth targets for the final spring AIMSweb assessment based upon the AIMSweb national norms for rate of improvement. The District will approve the growth targets. The percentage of students meeting their individual growth targets will be converted to a growth scale of 0-20. HEDI points will be allocated based upon the percentage of students meeting or exceeding their targets.

For the K to 4 Principal, the SLO results based on 3rd grade state assessments will be combined with the State-provided

growth score based on the 4th grade assessments to generate a final growth score for this principal. The targets will be set and approved by the District. Growth targets will be set as described above.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The principal will be highly effective if 93% or greater of her students meet the growth target. See scale at 7.3-A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The principal will be effective if 54 - 92 % of her students meet the growth target. See scale at 7.3-A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The principal will be effective if 18 - 53 % of her students meet the growth target. See scale at 7.3-A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The principal will be effective if 0 - 17 % of her students meet the growth target. See scale at 7.3-A

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

assets/survey-uploads/12156/1053716-lha0DogRNw/APPR- Attachment 7.3-A.doc

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.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked

7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, June 10, 2014

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).

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 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(d) measures used by district for teacher evaluation	AIMSweb ELA and Math Assessments
9-12	(d) measures used by district for teacher evaluation	Southampton UFSD developed grade/subject specific vocabulary task

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The 5-8 teachers, in collaboration with the principals, will establish proficiency benchmarks using AIMSweb data in ELA and Math. All proficiency targets will be approved by the District. This benchmark is the percentage of students on each grade level scoring above the fiftieth percentile on AIMSweb national norms. A three step process will be used. 1. A preliminary percentage data point will be determined by looking at the overall percentage of students who meet or exceed proficiency benchmarks on the assessments listed above. 2. Once this preliminary data point is established, it will be compared to the final proficiency performance using AIMSweb assessment data. 3. The percentage of students meeting or exceeding the proficiency benchmark will determine the corresponding HEDI score. Principals can achieve all scale points from 0-15. The chart referenced as 8.1.1 A in 8.2 will be used until such time when value added is adopted.</p> <p>9-12 teachers, in collaboration with the principal and approval by the District, will establish proficiency benchmarks using a locally developed academic vocabulary assessment. The same assessment will be used in all classes on each grade level. This benchmark is the percentage of students on each grade level scoring at or above the 50th percentile on the locally developed</p>
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academic vocabulary assessment. A three step process will be used.

1. A preliminary percentage data point will be determined by looking at the overall percentage of students who meet or exceed proficiency benchmarks on the assessments listed above.
2. Once this preliminary data point is established, it will be compared to the final proficiency performance on the assessment.
3. The increase of percentage of students meeting or exceeding the proficiency benchmark will determine the corresponding HEDI score. Principals can achieve all scale points from 0-20 (0-15 for Value Added Measures).

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated highly effective if 85% or greater of students meet the proficiency target. See scale at 8.1-A. See upload for 9-12 ranges.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated effective if 65 - 84% of students meet the proficiency target. See scale at 8.1-A. See upload for 9-12 ranges.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated developing if 50 - 64% of students meet the proficiency target. See scale at 8.1-A. See upload for 9-12 ranges.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated ineffective if 0 - 49% of students meet the proficiency target. See scale at 8.1-A. See upload for 9-12 ranges.

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/12190/1053717-qBFVOWF7fC/60993284-60993284-APPR Principals 15 Point Scale 8 1 A with Targets and HS Vocab Conversion 6-10-14.docx

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

In the table below, list all of the grade configurations/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.

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

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

whose performance levels on State assessments are proficient or advanced)

- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Pre-K-4	(d) measures used by district for teacher evaluation	AIMSweb Reading/ELA and Math

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.	HEDI points will be allocated based upon the percentage of students meeting or exceeding their targets. AIMSweb ELA and Math will be used in all classrooms on each grade level K-4. Proficiency targets will be set by the District based on the pre-test of students in their respective grade levels. Students' pre-test scores will be used as a baseline and will be compared to the final assessment scores to determine proficiency. The percentage of students meeting the proficiency target will be converted to a scale score of 0-20. The principal can achieve all scale points from 0 - 20. See scale at 8.1.1-A uploaded in 8.2
---	--

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated highly effective if 90% or greater of students meet the proficiency target. See scale at 8.1.1-A uploaded in 8.2
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated effective if 58-89% of students meet the proficiency target. See scale at 8.1.1-A uploaded in 8.2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated developing if 34-57% of students meet the proficiency target. See scale at 8.1.1-A uploaded in 8.2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated ineffective if 0-33% of students meet the proficiency target. See scale at 8.1.1-A uploaded in 8.2

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

(No response)

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

assets/survey-uploads/12190/1053717-T8MIGWUVm1/APPR Principals 20 Point Scale 8.1.1A.docx

8.3) 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.

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

Achievement targets are set for each student. The number of students meeting the targets will be divided by the total number of students for whom these targets are set to identify the overall percentage of students meeting the target. The percentage is converted to a scale score of 0-15 or 0-20. This method ensures proportional accountability based on the percentage of students assessed by each locally selected measure.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Monday, June 16, 2014

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance 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]	60
---	----

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

If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, 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.	(No response)
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is 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 district will use the Multidimensional Principal Performance Rubric and will weight the six domains as follows: Domain 1 - Shared Vision of Learning 7.0 points; Domain 2 - School Culture and Instructional Program 22 points; Domain 3 - Safe, Efficient, Effective Learning Environment 17 points; Domain 4 - Community 6.9 points; Domain 5 Integrity, Fairness, Ethics 5 points; Domain 6 - Political, Social, Economic, Legal and Cultural Context 2.1 points. At the beginning of each year, the principal and Assistant Superintendent for Instruction will determine what artifacts are appropriate evidence to supplement the onsite observations of the principal. The evaluator will observe the principal in multiple school settings, in order to rate each element. Specifically, the evaluator will review all available data and evidence as they reflect the elements in each of the six domains. The final score for each element will be based on all evidence collected and observed over the school year. A principal's overall performance can be rated at any score point from 0 - 60.

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/12205/1053718-pMADJ4gk6R/60993359-APPR Multidimensional Rubric for Principals 9 7-Revised.docx>

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

Highly Effective: Overall performance and results exceed standards.	A highly effective rating is achieved by demonstrating exemplary performance in the 6 domains of the Multidimensional Principal Performance Rubric. The overall composite score for a rating of highly effective will range from 58-60 points. See scale at 9.7-A uploaded in 9.7.
Effective: Overall performance and results meet standards.	An effective rating is achieved by demonstrating strong performance in the 6 domains of the Multidimensional Principal Performance Rubric. The overall composite score for a rating of effective will range from 54 - 57 points. See scale at 9.7-A uploaded in 9.7.

Developing: Overall performance and results need improvement in order to meet standards.	A rating of developing is achieved by demonstrating a need for improvement in performance in the 6 domains of the Multidimensional Principal Performance Rubric. The overall composite score for a rating of developing will range from 45-53 points. See scale at 9.7-A uploaded in 9.7.
Ineffective: Overall performance and results do not meet standards.	An ineffective rating is achieved by demonstrating poor performance in the 6 domains of the Multidimensional Principal Performance Rubric. The overall composite score for a rating of ineffective will range from 0 - 44 points. See scale at 9.7-A uploaded in 9.7.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	54-57
Developing	45-53
Ineffective	0-44

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Updated Tuesday, May 20, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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	58-60
Effective	54-57
Developing	45-53
Ineffective	0-44

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 Monday, June 16, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/12168/1053720-Df0w3Xx5v6/Principal Improvement Plan \(PIP\) 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:

A principal's appeal will be considered if the grounds for the appeal are consistent with Education Law section 3012-c.
APPEAL PROCESS
A. Any principal who receives an ineffective or developing rating on their annual total composite APPR evaluation score, shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Any issues not raised in the appeal are waived and there may only be one (1) appeal per evaluation.

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

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

11.4) Training 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 Superintendent will serve as lead evaluator for the principals. He will continue to participate in ongoing training that is offered by the District, Peconic Teacher Center, NYSED, Eastern Suffolk BOCES, Western Suffolk BOCES and Nassau BOCES which are offered annually. At minimum, the Superintendent and assistant superintendent will participate in three full days of training.

In order to enhance and ensure inter-rater reliability, the district participates in a local consortium of Suffolk County Districts that provide ongoing evaluator trainings. The training includes Superintendents, Assistant Superintendents, Principals, Assistant Principals and Directors from local districts and focuses on the nine required elements of section 30-2.9 of the Regents' rules in addition to practice which ensures inter-rater reliability among participants. All evaluators will attend three full days of training at minimum.

The trainings are offered annually for new and continuing evaluators; however, the district has committed to provide three full days of training to all new evaluators prior to participation in the annual sessions.

The Board of Education will certify/re-certify the lead evaluators each school year after reviewing the initial/ongoing training they have received.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

growth goals and school improvement goals, etc.

- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Monday, June 16, 2014

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12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

[assets/survey-uploads/12158/1053721-3Uqgn5g9Iu/Joint Certification of 6-16-14.pdf](assets/survey-uploads/12158/1053721-3Uqgn5g9Iu/Joint%20Certification%20of%206-16-14.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.

APPR Growth Measures and Local Measures 20 Point Scale Conversion

2.11-A

20 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	20	97-100%
	19	93-96%
	18	90-92%
Effective	17	86-89%
	16	82-85%
	15	78-81%
	14	74-77%
	13	70-73%
	12	67-69%
	11	64-66%
	10	61-63%
Developing	9	58-60%
	8	55-57%
	7	52-54%
	6	49-51%
	5	46-48%
	4	43-45%
Ineffective	3	34-42%
	2	22-33%
	1	11-21%
	0	0-10%

6-8 Grade Science 20 Point Scale Conversion

2.11-B

20 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	20	98-100%
	19	95-97%
	18	93-94%
Effective	17	90-92%
	16	87-89%
	15	84-86%
	14	82-83%
	13	79-81%
	12	76-78%
	11	73-75%
	10	70-72%
	9	67-69%
Developing	8	64-66%
	7	61-63%
	6	58-60%
	5	55-57%
	4	52-54%
	3	47-51%
Ineffective	2	44-46%
	1	41-43%
	0	0-40%

Conversion Chart for State Provided Growth Scores 2.11- C

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
	10	9
Developing	9	8
	8	8
	7	7
	6	6
	5	5
	4	4
	3	3
Ineffective	2	2
	1	1
	0	0

15 Point Scale

HEDI	Scale Point
Highly Effective	15
	14
Effective	13
	12
	11
	10
	9
Developing	8
	7
	6
	5
	4
Ineffective	3
	2
	1
	0

20 Point Scale	
HEDI	Scale Point
Highly Effective	20
	19
	18
Effective	17
	16
	15
	14
	13
	12
	11
	10
	9
Developing	8
	7
	6
	5
	4
	3
Ineffective	2
	1
	0

A ratio would be set up (see example) to determine what the 15 point HE

Example:

$$10/20=x/15$$

$$20x=150$$

$$x=7.5 \text{ on the 15 point scale}$$

Normal Rounding rules will apply

DI would be based on the 20 point HEDI

Grade 1 M-Comp Proficiency M-COMP

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
≥71	70	69	68	67	66	65	64	63	62	61	60	59	58	57	56	55	54	53	52	≤51

Grade 1 RCBM

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
≥48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31	30	29	≤28

Grade 2 MAZE

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
≥31	30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	≤11

Grade 2 M-COMP

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
≥74	73	72	71	70	69	68	67	66	65	64	63	62	61	60	59	58	57	56	55	≤54

Grade 2 RCBM

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
≥41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25	24	23	22	≤21

RCBM Grade 3

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
≥41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25	24	23	22	≤21

MAZE Grade 3

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
≥54	53	52	51	50	49	48	47	46	45	44	43	42	41	40	39	38	37	36	35	≤34

M-COMP Grade 3

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
≥59	58	57	56	55	54	53	52	51	50	49	48	47	46	45	44	43	42	41	40	≤39

MAZE Grade 4

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
≥55	54	53	52	51	50	49	48	47	46	45	44	43	42	41	40	39	38	37	36	≤35

M-Comp Grade 4

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
≥51	50	49	48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	≤31

RCBM Grade 4

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
≥65	64	63	62	61	60	59	58	57	56	55	54	53	52	51	50	49	48	47	46	≤45

MAZE Grade 5

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
≥61	60	59	58	57	56	55	54	53	52	51	50	49	48	47	46	45	44	43	42	≤41

M-COMP grade 5

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
≥56	55	54	53	52	51	50	49	48	47	46	45	44	43	42	41	40	39	38	37	≤36

RCBM Grade 5

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
≥50	49	48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31	≤30

MAZE Grade 6

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
≥49	48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31	30	≤29

M-COMP Grade 6

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
≥47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31	30	29	28	≤27

RCBM Grade 6

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
≥44	43	42	41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25	≤24

MAZE Grade 7

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
≥76	75	74	73	72	71	70	69	68	67	66	65	64	63	62	61	60	59	58	57	≤56

M-COMP Grade 7

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
≥79	78	77	76	75	74	73	72	71	70	69	68	67	66	65	64	63	62	61	60	≤59

RCBM Grade 7

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
≥68	67	66	65	64	63	62	61	60	59	58	57	56	55	54	53	52	51	50	49	≤48

MAZE Grade 8

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
≥57	56	55	54	53	52	51	50	49	48	47	46	45	44	43	42	41	40	39	38	≤37

M-COMP Grade 8

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
≥75	74	73	72	71	70	69	68	67	66	65	64	63	62	61	60	59	58	57	56	≤55

RCBM Grade 8

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
≥62	61	60	59	58	57	56	55	54	53	52	51	50	49	48	47	46	45	44	43	≤42

LSF
Kind

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
≥82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66	65	64	63	≤62

Number ID Kind

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
≥72	71	70	69	68	67	66	65	64	63	62	61	60	59	58	57	56	55	54	53	≤52

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RCBM Grade 3

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
<41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25	24	23	22	21>

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
23% and up	22%	21%	20%	19%	18%	17%	16%	15%	14%	13%	12%	11%	10%	9%	8%	7%	6%	5%	4%	3% and below

20 Point Scale	
HEDI	Scale Point
Highly Effective	20
	19
	18
Effective	17
	16
	15
	14
	13
	12
	11
	10
	9
	Developing
7	
6	
5	
4	
3	
Ineffective	2
	1
	0

Grade 1 M-Comp Proficiency M-COMP

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
≥71	70	69	68	67	66	65	64	63	62	61	60	59	58	57	56	55	54	53	52	51≥

Grade 1 RCBM

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
≥48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31	30	29	28≥

Grade 2 MAZE

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
≥31	30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11≥

Grade 2 M-COMP

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
≥74	73	72	71	70	69	68	67	66	65	64	63	62	61	60	59	58	57	56	55	54≥

Grade 2 RCBM

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
≥ 41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25	24	23	22	≤21

RCBM Grade 3

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
≥41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25	24	23	22	21≥

MAZE Grade 3

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
≥54	53	52	51	50	49	48	47	46	45	44	43	42	41	40	39	38	37	36	35	34≥

M-COMP Grade 3

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
≥59	58	57	56	55	54	53	52	51	50	49	48	47	46	45	44	43	42	41	40	39≥

MAZE Grade 4

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
≥55	54	53	52	51	50	49	48	47	46	45	44	43	42	41	40	39	38	37	36	35≥

M-Comp Grade 4

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
≥51	50	49	48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31≥

RCBM Grade 4

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
≥65	64	63	62	61	60	59	58	57	56	55	54	53	52	51	50	49	48	47	46	45≥

MAZE Grade 5

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
≥61	60	59	58	57	56	55	54	53	52	51	50	49	48	47	46	45	44	43	42	41≥

M-COMP grade 5

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
≥56	55	54	53	52	51	50	49	48	47	46	45	44	43	42	41	40	39	38	37	36≥

RCBM Grade 5

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
≥50	49	48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31	30≥

MAZE Grade 6

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
≥49	48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31	30	29≥

M-COMP Grade 6

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
≥47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31	30	29	28	27≥

RCBM Grade 6

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
≥44	43	42	41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25	24≥

MAZE Grade 7

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
≥76	75	74	73	72	71	70	69	68	67	66	65	64	63	62	61	60	59	58	57	56≥

M-COMP Grade 7

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
≥79	78	77	76	75	74	73	72	71	70	69	68	67	66	65	64	63	62	61	60	59≥

RCBM Grade 7

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
≥68	67	66	65	64	63	62	61	60	59	58	57	56	55	54	53	52	51	50	49	48≥

MAZE Grade 8

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
≥57	56	55	54	53	52	51	50	49	48	47	46	45	44	43	42	41	40	39	38	37≥

M-COMP Grade 8

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
≥75	74	73	72	71	70	69	68	67	66	65	64	63	62	61	60	59	58	57	56	55≥

RCBM Grade 8

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
≥62	61	60	59	58	57	56	55	54	53	52	51	50	49	48	47	46	45	44	43	42≥

LSF
Kind

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
≥82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66	65	64	63	62≥

Number ID Kind

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
≥72	71	70	69	68	67	66	65	64	63	62	61	60	59	58	57	56	55	54	53	52≥

RCBM Grade 3

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
<41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25	24	23	22	21>

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NON-TENURED TEACHER POINT DISTRIBUTION ON DANIELSON RUBRIC

TOTAL NON-TENURED OBSERVATION POINTS

DOMAIN		Ineffective	Developing	Effective	Highly Effective
1a	Knowledge of Content	0.148	0.193	0.196	0.205
1a	Knowledge of Relationships	0.148	0.193	0.196	0.205
1a	Pedagogy	0.148	0.193	0.196	0.205
1b	Child Development	0.148	0.193	0.196	0.205
1b	Learning Process	0.148	0.193	0.196	0.205
1b	Student's Skills/Lang Prof	0.148	0.193	0.196	0.205
1b	Student Interest/Cult Herit	0.148	0.193	0.196	0.205
1b	Student's Spec Needs	0.148	0.193	0.196	0.205
1c	Value, Sequence and Align	0.148	0.193	0.196	0.205
1c	Balance	0.148	0.193	0.196	0.205
1d	Resources for Classroom	0.148	0.193	0.196	0.205
1d	Resources to Extend	0.148	0.193	0.196	0.205
1d	Recourse for Students	0.148	0.193	0.196	0.205
1e	Learning Activities	0.148	0.193	0.196	0.205
1e	Instructional Groups	0.148	0.193	0.196	0.205
1e	Lesson and Unit Structure	0.148	0.193	0.196	0.205
1f	Congruence with Ins Outcomes	0.148	0.193	0.196	0.205
1f	Criteria and Standards	0.148	0.193	0.196	0.205
1f	Design of Formative Assessments	0.148	0.193	0.196	0.205
1f	Use for Planning	0.148	0.193	0.196	0.205
2a	Teacher Interaciton w/students	0.148	0.193	0.196	0.205
2a	Student Interaction w/students	0.148	0.193	0.196	0.205
2b	Importance of content	0.148	0.193	0.196	0.205
2b	Expectations for learning/ach	0.148	0.193	0.196	0.205
2b	Student Pride in work	0.148	0.193	0.196	0.205
2c	Management of Instr Groups	0.148	0.193	0.196	0.205
2c	Management of Transitions	0.148	0.193	0.196	0.205
2c	Management of Materials	0.148	0.193	0.196	0.205
2c	Performance of Noninstructional	0.148	0.193	0.196	0.205
2c*	Supervision of Volunteers	0.148	0.193	0.196	0.205
2d	Expectations	0.148	0.193	0.196	0.205
2d	Monitoring of student behavior	0.148	0.193	0.196	0.205
2d	Response to student misbehavior	0.148	0.193	0.196	0.205
2e	Safety and accessibility	0.148	0.193	0.196	0.205
2e	Arrangement of furniture	0.148	0.193	0.196	0.205
3a	Expectations for Learning	0.148	0.193	0.196	0.205
3a	Directions and Procedures	0.148	0.193	0.196	0.205
3a	Explanations of Content	0.148	0.193	0.196	0.205
3a	Use of oral and written language	0.148	0.193	0.196	0.205
3b	Quality of Questions	0.148	0.193	0.196	0.205
3b	Discussion Techniques	0.148	0.193	0.196	0.205
3b	Student Participation	0.148	0.193	0.196	0.205
3c	Activities and Assignments	0.148	0.193	0.196	0.205

3c	Groupings of students	0.148	0.193	0.196	0.205
3c	Instructional Materials/Resources	0.148	0.193	0.196	0.205
3c	Structure and Pacing	0.148	0.193	0.196	0.205
3d	assessment criteria	0.148	0.193	0.196	0.205
3d	Monitoring of student learning	0.148	0.193	0.196	0.205
3d	Feedback to students	0.148	0.193	0.196	0.205
3d	Student self-assessment	0.148	0.193	0.196	0.205
3e	Lesson adjustment	0.148	0.193	0.196	0.205
3e	Response to students	0.148	0.193	0.196	0.205
3e	Persistence	0.148	0.193	0.196	0.205
4a	Accuracy	0.148	0.193	0.196	0.205
4a	Use in Future Teaching	0.148	0.193	0.196	0.205
4b	Student Completion	0.148	0.193	0.196	0.205
4b	Student Progress in Learning	0.148	0.193	0.196	0.205
4b	Non-Instructional Records	0.148	0.193	0.196	0.205
4c	Information about Instruct Pro	0.148	0.193	0.196	0.205
4c	Information about Ind Students	0.148	0.193	0.196	0.205
4c	Engagement of Families	0.148	0.193	0.196	0.205
4d	Relationships with colleagues	0.148	0.193	0.196	0.205
4d	Involvement in a culture of PL	0.148	0.193	0.196	0.205
4d	Service to the school	0.148	0.193	0.196	0.205
4d	Participation in school projects	0.148	0.193	0.196	0.205
4e	Enhancement of content	0.148	0.193	0.196	0.205
4e	Receptivity to feedback from coll.	0.148	0.193	0.196	0.205
4e	Service to the profession	0.148	0.193	0.196	0.205
4f*	Integrity and ethical conduct	0.148			0.205
4e	Service to Students	0.148	0.193	0.196	0.205
4f	Advocacy	0.148	0.193	0.196	0.205
4f	Decision Making	0.148	0.193	0.196	0.205
4f	Compliance with sch/dist reg	0.148	0.193	0.196	0.205
TOTALS:	(for each formal obs 1,2 and 3)	10.8	14.1	14.308	15.0
TOTALS	OBSERVATION (0-60)	0-49	50-56	57-58	59-60
	LOCAL (0-20)	0-2	3-8	9-17	18-20
	STATE GROWTH\SLO (0-20)	0-2	3-8	9-17	18-20
TOTAL	Composite Score	0-64	65-74	75-90	91-100

NON-TENURED TEACHER POINT DISTRIBUTION ON DANIELSON OBSERVATION RUBRIC					
NON-TENURED UNANNOUNCED INFORMAL OBSERVATION (Domain 2)					
		Ineffective	Developing	Effective	Highly Effective
2a	Teacher Interaciton w/students	0.72	0.94	0.953	1
2a	Student Interaction w/students	0.72	0.94	0.953	1
2b	Importance of content	0.72	0.94	0.953	1
2b	Expectations for learning/ach	0.72	0.94	0.953	1
2b	Student Pride in work	0.72	0.94	0.953	1
2c	Management of Instr Groups	0.72	0.94	0.953	1
2c	Management of Transitions	0.72	0.94	0.953	1
2c	Management of Materials	0.72	0.94	0.953	1
2c	Performance of Noninstructional	0.72	0.94	0.953	1
2c*	Supervision of Volunteers	0.72	0.94	0.953	1
2d	Expectations	0.72	0.94	0.953	1
2d	Monitoring of student behavior	0.72	0.94	0.953	1
2d	Response to student misbehavior	0.72	0.94	0.953	1
2e	Safety and accessability	0.72	0.94	0.953	1
2e	Arrangement of furniture	0.72	0.94	0.953	1
	DOMAIN TOTAL	10.8	14.1	14.3	15

TENURED TEACHER POINT DISTRIBUTION ON DANIELSON OBSERVATION RUBRIC						
TOTAL TENURED OBSERVATION POINTS						
DOMAIN		Ineffective	Developing	Effective	Highly Effective	
1a	Knowledge of Content	0.591	0.773	0.784	0.821	PRECONFERENCE
1a	Knowledge of Relationships	0.591	0.773	0.784	0.821	
1a	Pedagogy	0.591	0.773	0.784	0.821	
1b	Child Development	0.591	0.773	0.784	0.821	
1b	Learning Process	0.591	0.773	0.784	0.821	
1b	Student's Skills/Lang Prof	0.591	0.773	0.784	0.821	
1b	Student Interest/Cult Herit	0.591	0.773	0.784	0.821	
1b	Student's Spec Needs	0.591	0.773	0.784	0.821	
1c	Value, Sequence and Align	0.591	0.773	0.784	0.821	
1c	Balance	0.591	0.773	0.784	0.821	
1d	Resources for Classroom	0.591	0.773	0.784	0.821	
1d	Resources to Extend	0.591	0.773	0.784	0.821	
1d	Recourse for Students	0.591	0.773	0.784	0.821	
1e	Learning Activities	0.591	0.773	0.784	0.821	
1e	Instructional Groups	0.591	0.773	0.784	0.821	
1e	Lesson and Unit Structure	0.591	0.773	0.784	0.821	
1f	Congruence with Ins Outcomes	0.591	0.773	0.784	0.821	
1f	Criteria and Standards	0.591	0.773	0.784	0.821	
1f	Design of Formative Assessments	0.591	0.773	0.784	0.821	
1f	Use for Planning	0.591	0.773	0.784	0.821	
2a	Teacher Interaciton w/students	0.591	0.773	0.784	0.821	INFORMAL OBSERVATION
2a	Student Interaction w/students	0.591	0.773	0.784	0.821	
2b	Importance of content	0.591	0.773	0.784	0.821	
2b	Expectations for learning/ach	0.591	0.773	0.784	0.821	
2b	Student Pride in work	0.591	0.773	0.784	0.821	
2c	Management of Instr Groups	0.591	0.773	0.784	0.821	
2c	Management of Transitions	0.591	0.773	0.784	0.821	
2c	Management of Materials	0.591	0.773	0.784	0.821	
2c	Performance of Noninstructional	0.591	0.773	0.784	0.821	
2c*	Supervision of Volunteers	0.591	0.773	0.784	0.821	
2d	Expectations	0.591	0.773	0.784	0.821	
2d	Monitoring of student behavior	0.591	0.773	0.784	0.821	
2d	Response to student misbehavior	0.591	0.773	0.784	0.821	
2e	Safety and accessibility	0.591	0.773	0.784	0.821	
2e	Arrangement of furniture	0.591	0.773	0.784	0.821	
3a	Expectations for Learning	0.591	0.773	0.784	0.821	FORMAL OBSERVATION
3a	Directions and Procedures	0.591	0.773	0.784	0.821	
3a	Explanations of Content	0.591	0.773	0.784	0.821	
3a	Use of oral and written language	0.591	0.773	0.784	0.821	
3b	Quality of Questions	0.591	0.773	0.784	0.821	
3b	Discussion Techniques	0.591	0.773	0.784	0.821	
3b	Student Participation	0.591	0.773	0.784	0.821	
3c	Activities and Assignments	0.591	0.773	0.784	0.821	
3c	Groupings of students	0.591	0.773	0.784	0.821	
3c	Instructional Materials/Resources	0.591	0.773	0.784	0.821	
3c	Structure and Pacing	0.591	0.773	0.784	0.821	
3d	assessment criteria	0.591	0.773	0.784	0.821	
3d	Monitoring of student learning	0.591	0.773	0.784	0.821	
3d	Feedback to students	0.591	0.773	0.784	0.821	
3d	Student self-assessment	0.591	0.773	0.784	0.821	
3e	Lesson adjustment	0.591	0.773	0.784	0.821	SUMMATIVE MEETING
3e	Response to students	0.591	0.773	0.784	0.821	
3e	Persistence	0.591	0.773	0.784	0.821	
4a	Accuracy	0.591	0.773	0.784	0.821	
4a	Use in Future Teaching	0.591	0.773	0.784	0.821	
4b	Student Completion	0.591	0.773	0.784	0.821	
4b	Student Progress in Learning	0.591	0.773	0.784	0.821	
4b	Non-Instructional Records	0.591	0.773	0.784	0.821	
4c	Information about Instruct Pro	0.591	0.773	0.784	0.821	
4c	Information about Ind Students	0.591	0.773	0.784	0.821	
4c	Engagement of Families	0.591	0.773	0.784	0.821	
4d	Relationships with colleagues	0.591	0.773	0.784	0.821	
4d	Involvement in a culture of PL	0.591	0.773	0.784	0.821	
4d	Service to the school	0.591	0.773	0.784	0.821	
4d	Participation in school projects	0.591	0.773	0.784	0.821	
4e	Enhancement of content	0.591	0.773	0.784	0.821	
4e	Receptivity to feedback from coll.	0.591	0.773	0.784	0.821	
4e	Service to the profession	0.591	0.773	0.784	0.821	
4f*	Integrity and ethical conduct	0.591			0.821	
4e	Service to Students	0.591	0.773	0.784	0.821	
4f	Advocacy	0.591	0.773	0.784	0.821	
4f	Decision Making	0.591	0.773	0.784	0.821	
4f	Compliance with sch/dist reg	0.591	0.773	0.784	0.821	
TOTALS:		43.1	56.4	57.2	59.9	
TOTALS	OBSERVATION (0-60)	0-49	50-56	57-58	59-60	
	LOCAL (0-20)	0-2	3-8	9-17	18-20	
	STATE GROWTH\SLO (0-20)	0-2	3-8	9-17	18-20	
TOTAL	Composite Score	0-64	65-74	75-90	91-100	

**Southampton Union Free School District
Teacher Improvement Plan (TIP)**

Name _____ Tenure _____ Non-Tenure _____

School _____ School Year _____

Grade/Department _____ Principal _____

1. Identified areas in need of improvement:

2. Criteria for measuring teacher's progress:

3. Recommended resources and activities to help the teacher's performance improve:

4. Timeline to demonstrate improvement:

Teacher _____	Date _____
Principal _____	Date _____
Union Representative _____	Date _____

APPR Growth Measures and Local Measures Point Scale Conversion

Attachment 7.3-A

100 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	20	100%
	19	96-99%
	18	93-95%
Effective	17	90-92%
	16	87-89%
	15	84-86%
	14	81-83%
	13	78-80%
	12	72-77%
	11	66-71%
	10	60-65%
	9	54-59%
Developing	8	48-53%
	7	42-47%
	6	36-41%
	5	30-35%
	4	24-29%
	3	18-23%
Ineffective	2	12-17%
	1	6-11%
	0	0-5%

APPR Growth Measures and Local Measures
Point Scale Conversions

15 Point Scale
8.1A

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

High School Vocabulary HEDI for Local Measure

HIGHLY EFFECTIVE			EFFECTIVE								
20	19	18	17	16	15	14	13	12	11	10	9
23% and up	22%	21%	20%	19%	18%	17%	16%	15%	14%	13%	12%

DEVELOPING						INEFFECTIVE		
8	7	6	5	4	3	2	1	0
11%	10%	9%	8%	7%	6%	5%	4%	3% and below

A ratio would be set up (see example) to determine what the 15 point HEDI would be based on the 20 point HEDI

Example:

$$10/20=x/15$$

$$20x=150$$

$$x=7.5 \text{ on the 15 point scale}$$

Normal Rounding Rules will apply

APPR Growth Measures and Local Measures 20 Point Scale Conversion

8.1.1 A

20 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	20	97-100%
	19	93-96%
	18	90-92%
Effective	17	86-89%
	16	82-85%
	15	78-81%
	14	74-77%
	13	70-73%
	12	67-69%
	11	64-66%
	10	61-63%
Developing	9	58-60%
	8	55-57%
	7	52-54%
	6	49-51%
	5	46-48%
	4	43-45%
Ineffective	3	34-42%
	2	22-33%
	1	11-21%
	0	0-10%

Attachment 9.7A Multidimensional Principal Performance Rubric	Highly Effective	Effective	Developing	Ineffective
		% of HE	% of HE	% of HE
<i>DOMAIN 1: Shared Vision of Learning</i>				
1A	1.75	1.66	1.48	0
1B	1.75	1.66	1.48	0
1C	1.75	1.66	1.48	0
1D	1.75	1.66	1.48	0
<i>DOMAIN 2: School Culture and Instructional Program</i>				
2A	2.2	2.09	1.87	0
2B	2.2	2.09	1.87	0
2C	2.2	2.09	1.87	0
2D	2.2	2.09	1.87	0
2E	2.2	2.09	1.87	0
2F	2.2	2.09	1.87	0
2G	2.2	2.09	1.87	0
2H	2.2	2.09	1.87	0
2I	2.2	2.09	1.87	0
2J	2.2	2.09	1.87	0
<i>DOMAIN 3: Safe, Efficient, Effective Learning Environment</i>				
3A	3.4	3.23	2.89	0
3B	3.4	3.23	2.89	0
3C	3.4	3.23	2.89	0
3D	3.4	3.23	2.89	0
3E	3.4	3.23	2.89	0
<i>DOMAIN 4: Community</i>				
4A	2.3	2.18	1.95	0
4B	2.3	2.18	1.95	0
4C	2.3	2.18	1.95	0
<i>DOMAIN 5: Integrity, Fairness, Ethics</i>				
5A	.83	.79	.71	0
5B	.83	.79	.71	0
5C	.83	.79	.71	0
5D	.83	.79	.71	0
5E	.83	.79	.71	0
5 F	.83	.79	.71	0
<i>DOMAIN 6: Political, Social, Economic, Legal and Cultural Content</i>				
6A	.7	.66	.6	0
6B	.7	.66	.6	0
6C	.7	.66	.6	0

Highly Effective = 58-60 Effective = 54-57 Developing = 45-53 Ineffective = 0-44

SOUTHAMPTON UNION FREE SCHOOL DISTRICT

PRINCIPAL IMPROVEMENT PLAN (PIP)

- 1. Areas that need improvement
- 2. Timeline
- 3. Assessment of improvement
- 4. Activities to support improvement
- 5. Comments

Principal

Date

Superintendent or Designee

Date

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

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

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

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR plan is the district's or BOCES' complete APPR plan and that such 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 APPR Plan; 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 and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

